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ABSTRACT

National Education Goal 6 challenges us to create safe, disciplined, drug-free schools for our children. This book describes model drug prevention education programs in schools selected by the U.S. Department of Education's 1991-1992 Drug-Free School Recognition program. The schools offer practical and adaptable advice in six areas: (1) recognizing, assessing, and monitoring drug, safety, and discipline problems; (2) setting, implementing, and enforcing policy; (3) developing and implementing a drug prevention education curriculum; (4) educating and training staff; (5) promoting parent involvement and providing parent education and training; and (6) interacting and networking with community groups and agencies. Additional recommendations include starting drug prevention activities early with young children. Five schools in Montana, Georgia, Washington, D.C., Minnesota, and Florida are highlighted. Contains a list of publications, agencies and organizations, regional centers, as well as 79 schools that can serve as resources. (JE)

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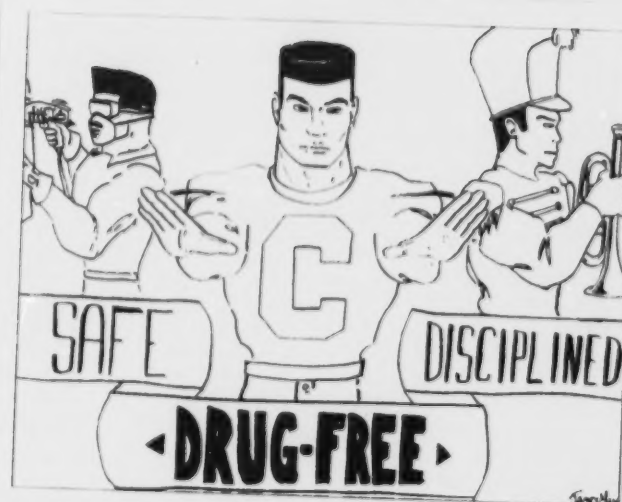
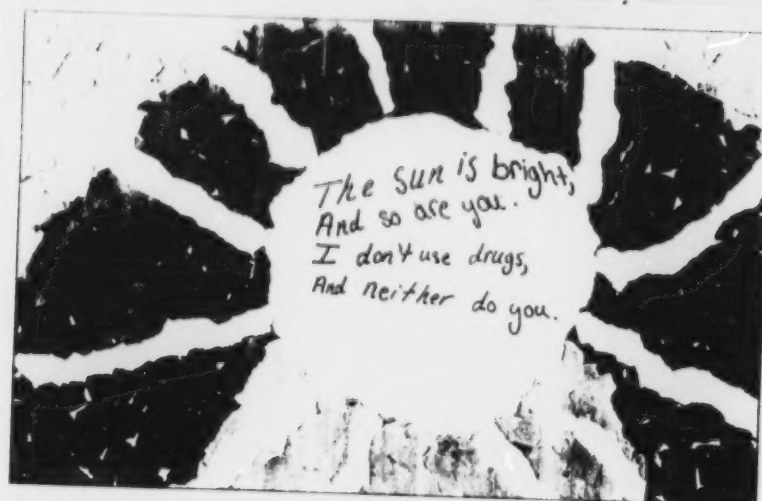
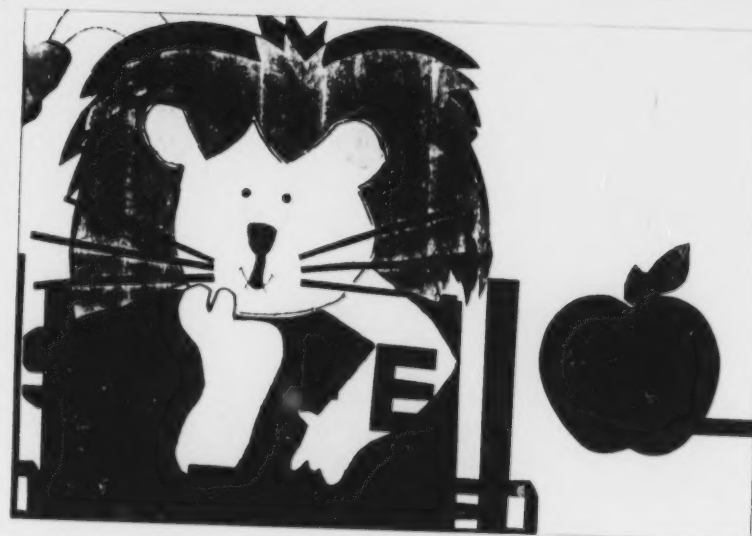
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A Guide to Safe, Disciplined, & Drug-Free Schools



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Success Stories '94

**A Guide for Safe, Disciplined,
and Drug-Free Schools**



**U.S. Department of Education
Washington, D.C.**

Not all of the activities described in this booklet were funded under the Drug Free School and Communities Act.

Secretary's Introduction

National Education Goal 6 challenges us to create safe, disciplined, drug-free schools for our children. Raising the graduation rate, improving student achievement in challenging subjects, and ensuring the ability of our students to compete in a world economy are critical to our nation's future. Achieving these goals will only be possible if our schools and neighborhoods are safe for children and youth.

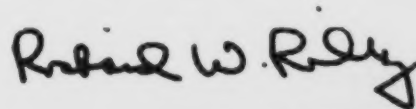
Our progress is nowhere better demonstrated than by the students, teachers, principals, parents and community members whose schools have been selected as national models by the U.S. Department of Education's Drug-Free School Recognition Program. In the pages that follow, you'll read about these remarkable schools; you'll hear what it takes to achieve and sustain this new standard.

Despite the progress these schools have achieved, we know much work lies ahead. Even as we extend our gains in helping young people refuse some illicit drugs, we must intensify our efforts to help them avoid and overcome use of "gateway drugs" — tobacco and alcohol. Every citizen's help is needed.

We must focus our efforts on strategies that support academic achievement and those that

support drug-free and violence-free behavior: setting high expectations, building self-confidence, encouraging civic responsibility, emphasizing problem-solving skills, providing access to information and involving parents. Schools should not face this challenge alone, and must collaborate with community groups in finding solutions.

This guide offers practical advice from educators, parents and community leaders around the nation. You'll find ideas to adapt for your own schools and communities, as well as committed individuals ready to open their doors and share their experiences with you.



Richard W. Riley

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Reaching Goal Six

Many educators believe meeting national education Goal Six is key to achieving the other five national goals — and for good reason.

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When the age of first use of tobacco, alcohol, and other drugs is as young as eight years old, and serious disruptive and violent acts begin to surface, there's no time to waste in putting into place a strong drug prevention education and school safety program. These elementary principals tell you how to start.

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Five Schools Up-Close

The principals of Whittier Elementary, Great Falls, Montana; Columbia High, Decatur, Georgia; Fletcher-Johnson Educational Center, Washington, D.C.; St. Louis Park Junior High, St. Louis Park, Minnesota; and Inwood Elementary, Winter Haven, Florida, open their doors to readers.

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The Drug-Free School Recognition Program

Find out how your school could be recognized for efforts to become drug and violence free.

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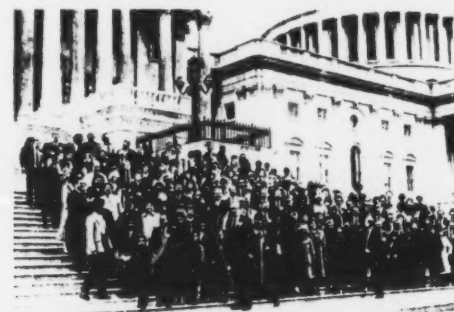
Start Networking Here!

Educators whose schools were selected for the 1991–92 Drug-Free School Recognition Program are eager to share their ideas. Turn to this listing to find those who can help you.

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Helpful Resources

Hotlines, Federal assistance, and more.



Proud principals, teachers, and families help student representatives from recognized schools celebrate a crowning achievement on the Capitol steps during the Drug-Free School Recognition Ceremonies in Washington, D.C., December 15, 1992. The photos throughout this book share some of the highlights of that special day.

Goal Six: Safe, Disciplined, and Drug-Free Schools

Throughout this book, you'll read about how educators in the 79 schools selected by the Department of Education's 1991-92 Drug-Free School Recognition Program created and maintain their drug prevention education programs. Their advice in each of the six program areas is practical and adaptable. They offer models and guidance for:

- recognizing, assessing, and monitoring drug, safety, and discipline problems;
- setting, implementing, and enforcing policy;
- developing and implementing a drug prevention education curriculum;
- educating and training staff;
- promoting parent involvement and providing parent education and training; and
- interacting and networking with community groups and agencies.

When the President and the nation's governors adopted six National Education Goals to be reached by the year 2000 at the historic Charlottesville,

Virginia, education summit in fall 1989, they offered Americans a vision of more accountable, safer schools and a new paradigm to ensure that all students acquire the skills and knowledge needed to function successfully in the next century. The goals, they urged, should be adopted not just by schools, but by entire "communities where learning can happen."

Goal Six: a response to social problems

While each goal is as important as the others, the principals of schools featured in this book say that Goal Six is the one for which they can most immediately mobilize community response and support. The need for such a national goal, they say, reflects the many social problems children bring to school that are impediments to learning.

Statistics that support the objectives of Goal Six are grim — and principals of drug-free schools don't hesitate to use them to make their case for solid, comprehensive prevention programming to their communities. Here's just

a sampling of the numbers they share.

Beyond Rhetoric, the report of the National Commission on Children, found that:

- ▲ one in four children is raised by only one parent, increasing a child's risk of living in poverty and of spending greater periods of time unsupervised by an adult;
- ▲ one of every five children is poor; and
- ▲ more than half a million children are born each year to teenage girls ill-equipped for the responsibilities of parenthood.

The Department of Justice reports in the Bureau of Justice Statistics National Crime Survey, 1985-88, that:

- ▲ nearly 3 million thefts and violent crimes occur on or near school campuses each year. Research done by the National Institute of Mental Health in 1989-90 suggests that teen suicide has more than tripled since 1950.

Among the findings of a study released in 1992 by the Institute for Social Research at the University of Michigan:

- ▲ 50.3 percent of seniors admit to being drunk or very high in the past year;
- ▲ 31.9 percent of seniors used marijuana in the past year; and
- ▲ 17.2 percent of seniors report daily use of cigarettes.

When statistics have a human face

While many principals use the statistics to mobilize staff, parents, and community members — especially in communities where some believe “it can’t happen here” — others have a mission closer to that of John Luposello, principal of Jesse Keen Elementary in Lakeland, Florida. “We serve a high-crime area, so our job is to keep our kids from becoming statistics. When students enter our school, we tell them, ‘You’re Keen Kids now, ready for new beginnings, new responsibilities, and new challenges.’ In making positive, safe, disciplined behavior a goal for them, we’re also making it a goal for the community.”

“It takes an entire village . . .”

In interviews, many of the principals whose schools are featured in this book agreed with Ronald Hasty, principal, Kelly Miller Junior High, Washington, D.C., “To meet Goal Six, people are beginning to apply an African proverb: It takes an entire village to raise a child.”

In rural villages, small towns, sprawling suburbs, and big cities across the country, principals and their staffs are joining with community members to create safe, disciplined, drug-free schools. In doing so, they provide every child with a learning environment that encourages academic and personal achievement and affords a more successful transition into adulthood.

Goal Six Objectives

In outlining their objectives for Goal Six, the President and the nation’s governors envision that:

- every school will implement a firm and fair policy on use, possession, and distribution of tobacco, alcohol, and other drugs;

- parents, businesses, and community organizations will work together to ensure that schools are safe havens for all children; and
- every school will develop a comprehensive drug prevention education program. In addition, communities should organize to provide students and teachers with needed support.

By the year 2000, every school in America will be free of drugs and violence and will offer a safe, disciplined environment conducive to learning.

Starting Early Is Key

Starting-early suggestions from drug-free schools

Educators in every school featured in this book say that a strong prevention program is not a one-time activity. It takes an integrated approach, fused into curriculum, reinforced by the "teachable moments" a class experiences every day.

But they also say that it takes fresh, motivating ideas to make an integrated approach come to life. Throughout this book, you'll find suggestions for primary- and elementary-age students.

• At Municipal Elementary, Roy, Utah, each second grader makes a quilt square that expresses his or her unique characteristics and decision-making skills. When one square is removed from the assembled quilt, it demonstrates the loss of individuals in the social scheme, so students see in a concrete way the value of each individual.

The next time you see an ad for wine coolers on television, think about who else is watching: Nationally, nearly 1 in 10 fourth graders has consumed this alcoholic beverage.

Among fifth graders, it's the most popular "gateway" drug, with 13.6 percent admitting to at least one drink in the course of a year.

Beer is a close second. Twelve percent of fifth graders and 10 percent of fourth graders had at least one beer last year, according to a 1992 national study by PRIDE (Parents' Resource Institute for Drug Education) in Atlanta, Georgia.

Other disturbing statistics on elementary-age drug use from the PRIDE report:

- ▲ Five percent of fifth graders have consumed hard liquor.
- ▲ Nearly 5 percent of fourth graders have smoked cigarettes, with that percentage jumping to 8.5 for fifth graders.
- ▲ Almost 6 percent of fourth graders have sniffed glue.

If your school hasn't yet recognized that a comprehensive drug prevention program must begin in kindergarten, consider that the PRIDE survey included students as young as eight years old. Nearly a third of the fourth graders

interviewed were nine years old. Three, four, five years out of kindergarten, children are using tobacco, alcohol, and other drugs.

When national numbers hit home

These national numbers become real faces, real families when schools and communities do their own research. Consider the data confronting Sidney A. Wright Elementary in San Antonio, Texas: In 1990, districtwide research revealed that 30 percent of third graders had drunk alcohol and 16 percent had used tobacco. A school survey found fifth graders experimenting with marijuana and inhalants.

A 1986 assessment by the local newspaper in St. Martinville, Louisiana, prompted Catahoula Elementary School to begin a drug prevention education program. Survey results showed that the drug of choice among town youth was beer and age of first use was 11 or 12.

At Mokulele Elementary in Honolulu, student surveys revealed that about half of the sixth graders were beginning to experiment with tobacco, alcohol, or other drugs — and about one-third believed their parents approved of their alcohol use. The staff quickly focused more attention on younger children and their parents.

Similarly, at Polk City Elementary in Polk City, Florida, the drug education program originally was targeted to fifth and sixth graders. Then in 1986, a survey of all students to determine awareness of different drugs and their effects showed that 80 percent held inaccurate information about drugs. As well, home visits for the school's prekindergarten program revealed that some children were coming from families at risk of alcohol abuse and other drug use. Polk City now begins drug prevention education in prekindergarten.

Start at the beginning — with a process, not an event

"We believe drug prevention is a process, not an event, and it begins with very young children," says Carol Allin, principal of Mission Glen Elementary in Houston, Texas. "It's something you do with children every day. Our number-one priority is to establish self-confidence in every child. We've got to give students a firm foundation when they're young, so that when they reach middle school and high school and peer pressure really kicks in, they'll have internalized the skills and knowledge they need to handle that pressure."

What does a drug prevention curriculum for

young children look like? The Department of Education's curriculum model, *Learning to Live Drug Free*, suggests integration into all subject areas — art, music, science, health, social studies, language arts, math, and physical education — so that the messages students get are ongoing, comprehensive, and tied to meaningful activities. While the objectives may vary by age and grade, the overriding message for students of every age is that the use of tobacco, alcohol, and other drugs is wrong and harmful. It is not an individual's choice whether or not to use drugs — use of drugs is illegal, unhealthy, and unsafe.

Curriculum guidelines for grades K-3

For grades K-3, *Learning to Live Drug Free* recommends these general objectives for a drug education program. Students should learn:

- ▲ the difference between medicines and illegal drugs and from whom it's appropriate to take medicines;
- ▲ that it's okay to ask for help with problems;
- ▲ that most people do not use illegal drugs.

In addition, drug prevention education at this young age should help children:

- ▲ develop problem-solving and decision-making skills;

More starting-early suggestions ...

• At Abraham Lincoln Elementary, Indianapolis, Indiana, a "value puppet" program helps first and second graders and their parents talk about ethical questions. Fifth graders use the puppets to present ethical situations to the younger children, who then take home a synopsis of the performance to discuss with parents.

• Joseph A. Edgar Intermediate School, Rocky Point, New York, offers an integrated, holistic wellness program to its students, staff, and parents. Music teachers, for example, provide stress-reduction and relaxation exercises as five-minute warm-ups. The wellness message is reinforced when children see adult staff members engage in health and wellness activities. Kids and staff members share such activities as the walking and running clubs.

Starting Early Is Key

More starting-early suggestions ...

- **At Henry Clay Elementary, St. Louis, Missouri, a buddy program pairs each fifth grader with an adult from the staff or parent organization. That way, each child receives individual attention and understands that another adult cares about him or her.**
- **At Cordova Elementary, Phoenix, Arizona, 50 students serve as playground mediators. Using highly structured rules and guidelines, they help peers resolve conflicts before they get into a fight.**
- **Florida's Polk City Elementary primary students develop civic responsibility and gain a sense of self-worth by being active in environmental activities, such as planting trees, promoting protection of the nearby Green Swamp, and fund-raising by collecting recyclables. Kids also circulate community petitions for the Great American Smoke-Out.**

- ▲ assess the validity of information sources;
- ▲ communicate with trustworthy people in their lives; and
- ▲ build optimistic, positive self-perceptions.

Lessons on drug prevention should follow these guidelines:

- ▲ Focus on the things young children know about or have experienced.
- ▲ Provide some basic information about drugs and their use in a simple and direct way.
- ▲ Focus on understanding gained and not on testing how well students recall information.
- ▲ Do not glamorize or instill inappropriate fear of drugs.
- ▲ Foster a learning environment in which students feel comfortable asking questions and are encouraged to take responsibility for themselves and others.

Curriculum guidelines for grades 4-6

A drug prevention program for students in grades 4-6 should do all of the above, and in addition, it should help students to:

- ▲ know the names of illegal substances and how to identify them in their various forms;
- ▲ know how drugs affect different parts of the body and why they are dangerous for growing bodies and developing minds;

- ▲ build concrete reasons to say no to tobacco, alcohol, and other drugs;
- ▲ know about addiction and how addiction affects individuals and their families;
- ▲ understand that laws about drug use and sales are designed to protect people;
- ▲ understand what it means to be a friend and the importance of helping others;
- ▲ learn to deal effectively with peers and develop peer-refusal skills;
- ▲ develop a future orientation, especially regarding friendship and continuing education;
- ▲ develop coping strategies for dealing with rejection, frustration, and failure; and
- ▲ recognize that advertising, movies, TV, peer pressure, family influences, and community standards may promote drug use.

Because beer, wine coolers, cigarettes, and smokeless tobacco are often the gateway drugs used by this age, *Learning to Live Drug Free* recommends that lessons and activities focus heavily on tobacco, alcohol, and marijuana.

The classroom atmosphere should encourage open discussions of students' concerns about drugs and drug use. In addition, to help with life skills such as problem solving and coping with stress, intermediate-level students also need guidance in choosing healthful leisure

activities, such as sports, music, art, clubs, and community service.

These strategies support academic and personal achievement, as well as help children refuse drugs. And when the curriculum is coordinated from grade to grade, it creates continuity of effort and consistency of message throughout a student's education.

Consistency of message is key, say principals of elementary schools featured in this book. "A school staff must come together to talk out what their messages will be," says Haroldeen Wakida, principal of Ali'iolani Elementary in Honolulu, Hawaii. "And doing that requires an examination of personal attitudes."

Involving parents is key

To decrease the potential for mixed messages between home and school, it's important to involve parents and other family members in a drug prevention plan. Many parents, especially of students in grades 4-6, believe their children know little or nothing about "drugs," but tolerate a youngster sneaking a wine cooler or beer as a harmless prank. Some parents of primary- and intermediate-age students may feel that time spent on drug education activities takes away from "more important" learning.

To change those impressions, many drug-free schools work hard at educating parents about their program goals. Vanderlyn Elementary in Dunwoody, Georgia, for example, sends home a VIP (Very Important Parent) packet each week with updates on the school's drug prevention activities, helpful tips, and notes from teachers. Parents are asked to sign and return a sheet indicating they've read the handouts.

In addition to newsletters and other means of informing parents at home, some schools sponsor parenting classes and workshops with a drug prevention component. Many encourage parent-to-parent networking, such as establishing shared guidelines for home parties.

Tompkinsville Elementary in Tompkinsville, Kentucky, knows well the importance and challenge of working with parents. In this tobacco-producing town, many parents had no interest in the school's efforts to encourage a drug-free lifestyle. Yet, a 1988 survey revealed that many kids were first trying tobacco and alcohol at home or in friends' homes.

Tompkinsville has used speakers to educate parents on drug use, abuse, and dependency, with mixed results. Recently the school joined forces with local churches to form CHIP (Churches in Prevention). Church leaders are

More starting-early suggestions ...

- **At Garden Grove Elementary in Winter Haven, Florida, children discuss tobacco and alcohol advertising. Students watch videotapes of wine cooler and beer ads, identifying subtle messages that encourage young people to try these products.**
- **At Tompkinsville Elementary in Tompkinsville, Kentucky, fourth and fifth graders are proud to be on the GLAD Team (Good Leadership Against Drugs). GLAD members help plan drug prevention activities. During March, Drug Awareness Month, they hold a contest to design a button with a drug-free slogan.**
- **At Princess Nahienaena School, Lahaina, Hawaii, children write to their future selves, explaining why they want to remain drug free. The letters are placed in cumulative folders, to be opened when the students are in high school.**

Starting Early Is Key



A puppet from the "Next Door Neighbors" troupe that addressed the entire group gave a special interview to student reporters from schools in Washington, D.C., Ohio, Texas, and Maryland.

trained to help improve parent-child relationships, reinforce positive behaviors in children, and encourage networking to promote more consistent monitoring of children's activities.

Safety also a top concern

Drug-free schools emphasize the importance of a safe, violence-free environment. For some schools, like Robinson Elementary in Akron, Ohio, the first step is ensuring that the school itself is safe from intruders. Robinson is located in a tough neighborhood where drug use and random violence are common. Several measures — fencing the perimeter, locked doors with buzzers, guest badges, and a security guard — help maintain security. Planned activities at the school and at a local community center assure working parents that students have a safe place to be after dismissal.

Programs on preventing child abuse and on victim assistance are offered for parents, staff, and students, reports principal Larry Marshall.

By contrast, Roosevelt Elementary in Euclid, Ohio, has taken a proactive stance to encourage self-confidence, self-control, and good citizenship. The school publishes a discipline handbook that goes home to every parent to read and sign. Fourth graders form a school

safety patrol. Each year, Roosevelt trains 30 students as conflict managers who help solve problems on the playground and in class.

Reaching out to children at risk

For many children, a drug prevention and safety program that teaches that illegal drug use is wrong and harmful and that builds self-confidence and self-control provides a strong defense against present or future pressures to use drugs. But sadly, for some children, there's no question about "starting early," because their early education in drug and alcohol use has been a traumatic one.

"For kids who see a lot of substance use and abuse, reality is confusing and frightening. A program has to address the effects a drug-abusing family is having on those children," says Sarah Cassidy, a teacher at Joseph A. Edgar School in Rocky Point, New York.

This is not something a school should do alone, say these principals. They urge you to join with community agencies to help reach those parents and advise staff members on how best to help individual children. Seeing a four- or five-year-old in the dramatic play corner acting out buying beer or selling drugs is a call to action — and there's not a moment to lose.

More research to support an early start

According to 1992 research by the University of Michigan's Institute for Social Research, by eighth grade 69.3 percent of students have tried alcohol; 45.2 percent have tried cigarettes; 17.4 percent say they've used inhalant drugs, such as glues, aerosols, and butane; 11.2 percent have used marijuana; and 10.8 percent have tried stimulants.

A spring 1992 study released by the U.S. Surgeon General's office spotlighted "unrecognized consequences" of alcohol consumption by youth. Statistics related to crime, sexual activity, and serious injuries or deaths demonstrate the potential for devastating events when kids drink. Among the data cited: Up to one-third of all male juvenile arrestees had consumed alcohol in the previous 72 hours; 18 percent of high school females and 39 percent of males say it's okay to force sex if the girl is drunk; among ninth

graders, alcohol and drug use are found to lead to risky sexual behavior; and nearly half of young males who drown have consumed alcohol.

The fall 1992 PRIDE* report also showed that drug use in all categories — cigarettes, beer, wine coolers, liquor, marijuana, cocaine, uppers, downers, hallucinogens — was up for grades 6–8, including a 20 percent increase for LSD, 15 percent for cocaine, and 7 percent for marijuana. Among high school students, 5.3 percent said they had used hallucinogens at least once in the past year, 5.5 percent had used inhalants, and 3.3 percent had used cocaine.

*PRIDE (Parents' Resource Institute for Drug Education) is a nonprofit organization founded in 1977. Individual schools request the PRIDE survey, and PRIDE tabulates results. PRIDE's 1992 national summary was based on a study of 212,802 students in 1,588 schools in 34 states.



Hawaii schools brought their special hospitality — lovely flower leis — to the ceremonies, one for each representative of the six recognized drug-free schools.

Five Schools Up-Close

The 70 principals whose schools were recognized for their comprehensive programs by the Department of Education in the 1991-92 Drug-Free School Recognition Program send a clear message: If you want to succeed, keep your eye on the "big picture." An effective drug-free effort cannot be sustained without a focus on the totality of Goal Six: *By the year 2000, every school in America will be free of drugs and violence and will offer a safe, disciplined environment conducive to learning.* In the profiles that follow, you'll learn how five very different schools are reaching for this important national education goal.

Great Falls, Montana

Whittier Elementary: Business supports 23 programs to build life skills

“Whittier is in a blighted area of town,” explains Ike Kaufman, a local merchant. “A few years ago, the school had problems — the kids were hanging around the neighborhood, raising all kinds of Cain, fighting all the time.”

Adds principal Chuck Fuller: “When I took over three years ago, we had problems with alcohol, tobacco, and paint sniffing and trouble with truancy and vandalism. Our strategy was to focus on teaching kids skills they need to resist drugs and get along in society and to provide opportunities to practice those skills.”

A “work-study” program energizes students

“Those goals led me to Great Falls’s Uptown Optimists Club, which last year helped us ‘purchase’ 42,830 hours of student activity time,” says Fuller. “It works like this: I negotiate work-study scholarships for students who

couldn’t otherwise afford such activities as dance, art, music, or soccer lessons and field trips. Business offers a reduced fee, and students work as they participate. For example, five students study at Miss Linda’s dance studio after school, working in the studio to pay a part of their class fees. We have 23 of these programs to give students opportunities to develop themselves.”

Thirty-eight businesses and clubs provide both time and money

Some 38 businesses, clubs, and organizations now contribute money or volunteer time. Says merchant Kaufman, “Fuller has really involved local businesspeople. We know the programs students are in and care what happens to them.”

Among the school’s many activities are an A-lateen group, a Native American club, an anti-drug club, and the police-sponsored DARE program. Fuller applies his work and study approach to helping with school upkeep, too.

Planting the seeds of a work ethic

“Kids receive a ‘scholarship’ to participate in special activities or to earn items they need. Some of our children don’t have proper clothes. We get them quality stuff — a manu-

facturer donates new shoes — and the kids work for these items. They weed flower beds, clean chalkboards — anything which instills the idea that 'I worked for this.' The neat thing is the pride students feel, the sense of achievement and self-confidence. It's a way to plant the seed of a work ethic — especially for students who are third- or fourth-generation welfare," Fuller adds.

Sharpening language skills to reduce violence

The school has also made significant progress in addressing a serious problem — fighting on and off school grounds. "I looked at research on kids who fight and learned that physically aggressive behavior is more accurately predicted by level of language skills than by gender, race, or class," notes Fuller. "Deficits in language skills may cause kids to become frustrated and aggressive, and then they fight.

"I then looked at our language program and found that students didn't have enough chances to apply what they were taught. So we worked on developing more ways for students to use language, especially in the areas of resisting peer pressure, problem solving, and decision

making. When students' language skills are strong, they have more respect for themselves.

"We're seeing positive results. Three years ago, we had 42 fights. Last year, we had three."

A team effort achieves striking results

The result of the school's comprehensive program addressing Goal Six is impressive: In two years, incidents of vandalism went from 11 to none; total office referrals — including for drugs — went from 442 to 91. And Whittier's composite test scores were up 61 percent last year over the previous year. "We also went from the bottom third to the top half of the nation on the Iowa Test of Basic Skills in two years," says Fuller. "It proves students understand that what they're learning can lead to bigger things for them."

Whittier Elementary School

Grades: K-5

Enrollment: 271

Students from low-income families: 80%

Ethnic composition:
69% White

29% American Indian
1% Hispanic

0.5% Asian or Pacific
Islander

0.5% Black

**"Help children develop a work ethic, and you'll give them a good reason to feel proud of themselves."
— Principal Chuck Fuller**

**"Fuller has really involved local businesspeople. We know the programs students are in and care what happens to them."
— Merchant Ike Kaufman**

Five Schools Up-Close

Success tips from Whittier Elementary

- **Encourage community businesses and organizations to contribute money or time to set up in-school programs that help students learn responsible decision-making skills. As a community sees a school working to fight drugs, support grows.**
- **Set up a work-study program that helps students care for the physical plant of the school by doing such jobs as weeding flower beds and cleaning chalkboards. Students earn the chance to take part in special activities or earn clothing or school supplies. In doing so, they develop pride for a job well done and a work ethic.**
- **If students are caught fighting after school, give in-school suspension not only to participants, but to any watching the fight. As the audience disappears, the number of fights drops dramatically.**

Great Falls CARE cares!

A good share of the credit goes to a core group of school staff and community members who formed the Great Falls CARE (Chemical Awareness Responsive Education) program. CARE expanded training for school staff, community workers, and judicial and law-enforcement representatives in the CARE team. The team helps with individual student referrals, and team members take turns hosting CARE groups — 5-8 students who meet during the school day to discuss problems.

Another critical component is Whittier's solid respect for the dignity of students and the potential of every child. "The children and their parents know more and more that the school is committed to their success," observes Fuller.

"By opening up to the community, we expand a place called school . . ."

"I've opened the school to the community for student-related activities from 7 a.m. to 9 p.m.," says Fuller. "Many children are here pretty much all day. We also have a summer reading camp for kindergarten, first-, and second-grade children that runs for all but two weeks of summer. Plus, anyone can come join us for the

free breakfasts and lunches, which are provided by area churches.

"But we've got plenty of goals we're still trying to reach. I'd like to carry some of our 23 programs over to the middle school, so students will have continuity when they move on. Though our parenting classes are doing well, I'd like to set up a parent room in the school, with coffee and cookies and a regular time when I can meet with any parent who wants to come in."

No resting on laurels

Yet, Fuller can take enormous pride in how far Whittier has come. "We're off to the best school year we've ever had. The staff is full of love for these children. Students feel safe and happy here. Our drug problem has gone way down. Our national test scores have gone way up. And we'll continue to improve — no resting on our laurels!"

Decatur, Georgia

Columbia High School: A magnet with a powerful, positive pull

Columbia High is a math/science/technology magnet school in an economically diverse suburb of Atlanta. The school is located on a large tract surrounded by woods and residential neighborhoods. This postcard setting does not protect students from the lure of tobacco, alcohol, and other drugs. It takes committed people and exemplary programs to do that — the kind Columbia has in abundance.

"We've got a good drug education curriculum, infused into the content areas. But that's just the beginning," explains principal Stanley Pritchett.

Learning positive values and to say no inside of school — and out

"We relate to our students — including what they do outside of school hours. We help them to develop positive values and learn how to say no outside of school as well as inside. But we don't do it all by ourselves. By going out and

asking and explaining what a strong program means to kids, we've been able to bring in a lot of important community resources to strengthen our program."

PAL — a seven-month Saturday program for young, at-risk students

One of Columbia's most innovative strategies is to reach younger students before they even enter the school. With the help of a government grant, Columbia hosts Positive Atmosphere for Learning (PAL), a seven-month Saturday program for at-risk students in grades 6-9 who are expected to enroll in the near future. Kids are transported from their home schools for activities, field trips to cultural institutions, other recreation, and talk. "Students have a chance to sit down, talk about peer pressures and about issues they're concerned about. They have a chance to bond with other kids," explains Pritchett. "It makes a real difference once they enter a large school like Columbia."

Another program, Gaining Results in Intervention and Prevention (GRIP), involves eighth graders at Columbia who exhibit at-risk behaviors. "We 'adopt' these students," explains Pritchett. "Once a week for nine

**"We relate to our
students — including
what they do outside
of school hours. We
help them to develop
positive values."
— Principal Stanley
Pritchett**

Five Schools Up-Close

"There's a young men's fraternity, and we do community-service activities.... It makes you feel good to help ... and it makes you want to keep doing good."
— Student David Hyman

weeks, we get parents and students involved in very small groups after school. A counselor talks to them. They focus on self-esteem, peer pressure, decision making, and goal setting." To encourage parents to come to the meetings, Columbia offers popular videos on parenting and school-sponsored refreshments.

Offering troubled students many places to turn — and learn

Whatever their age, troubled Columbia students have many places to turn, and the solid cooperation between the school and community businesses and agencies is apparent in those options. There are peer helpers, who have had 60 hours of training; advisers; teacher mentors; tutors and mentors from Digital Equipment Corporation, the school's partner; counselors; and wellness groups. In addition, the Student Assistance Program refers kids to support services within and outside the school.

Life-skills training for students who are suspended

Students who receive in-school suspension are required to participate in life-skills training, open to all students, to help them develop self-confidence and decision-making skills. Those

who are suspended from school may shorten the duration of the suspension by participating — with their family — in a local intervention program, Substance Use Prevention and Education Resource (SUPER), offered by the Metro Atlanta Council on Alcohol and Drugs.

Helping every parent understand parental responsibilities pays off

Columbia staff understand how essential it is to reach every parent, and they're constantly looking for effective ways of doing that. Staff work through local social service agencies and religious organizations to educate parents. "We try to make sure parents understand their responsibilities and how they can help the school meet its goals. Some parents don't feel they can deal with these problems, and they appreciate our assistance," notes Pritchett.

Still, he adds, there are those parents whose

Columbia High School

Grades: 8-12

Enrollment: 1,081

Students from low income families:

38.2%

Ethnic composition:

97.1% Black

2.2% White

0.7% Hispanic

children have the greatest needs but who shy away from PTA meetings and training sessions. The school searches for innovative ways to involve those families.

The power of Positive People uplifts everyone — especially those struggling

One such approach is the Positive People program, in which the principal meets with students who have failed three classes, and their parents, to come up with strategies to focus on study skills, homework assistance, family relationships, and community resources to motivate and assist the student in improving.

"We try to uplift everybody," explains Pritchett, "especially those who may be struggling most. It creates not only a drug-free school but a very positive environment, one where students learn to deal with the pressures and competition in life. They develop pride and responsibility and leadership."

Encouraging students to recognize their power to shape their futures

"Students are involved in all aspects of their education," observes Pritchett. "This kind of participation and decision making teaches valuable lessons in leadership that we hope

will be with our students throughout their lives. We want them to have self-respect, to care about others, to have faith in a better tomorrow — and to recognize their power to shape that day."

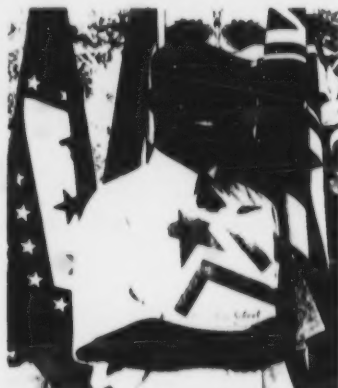
"It makes you feel good to help people less fortunate . . ."

Student David Hyman offers assurance Columbia kids are living up to that goal: "There's a young men's fraternity. We do community-service activities like collecting food and taking it to families around the neighborhood. It makes you feel good to help people less fortunate than you are, and it makes you want to keep doing good."

Success tips from Columbia High School

- **Columbia students receive both district and school student handbooks. They must pass a quiz administered in homeroom to ensure that they understand policy and procedure.**
- **Columbia has three strategically located orange "listening lockers" to encourage students to make suggestions on school policies and procedures.**
- **A recent school forum, held in each homeroom, elicited student comments on the most- and least-effective school procedures. Results were shared with the entire school.**
- **It helps a lot when a teacher occasionally starts a class by asking kids if they have anything else on their mind, says student David Hyman. It reinforces the notion that teachers care about the students in their class, not just about the subject they teach.**

Five Schools Up-Close



Joey Bumpous, a junior at Fulton County High School, Hickman, Kentucky, eyes a bright and drug-free future — and as a Fulton peer counselor, he's helping others achieve it, too.

Washington, D.C.

Fletcher-Johnson Educational Center: Winning the fight for kids' futures in a drug-infested neighborhood

Because Fletcher-Johnson is in one of Washington's toughest neighborhoods, you might think its students would have a difficult time keeping their dreams alive. In fact, you might worry that some kids would have a difficult time keeping themselves alive.

A 1989 newsmagazine report called one nearby street a "combat zone where drug-dealing thugs kept families on both sides of the street awake with a cacophony of .357 magnum, 9 mm pistols, and machine guns." That one street in 1988 had 8 killings, 92 assaults, 65 auto thefts, 154 drug arrests, 27 robberies, and 25 burglaries.

Yet, in the midst of this desert of ravaged hopes and lives, Fletcher-Johnson sits like an oasis. It's a safe place where, despite what's happening outside, not one student has been reported for drug use, sale, or possession in the

last school year. It's a place that's open six days a week, from dawn to midnight; a place where students learn, where parents are present, where a myriad of programs attempt to keep kids healthy and busy and away from the clutches of the deadly drug dealers all around. And manning the well in this oasis of security is Fletcher-Johnson's principal of 15 years, George H. Rutherford II.

"Dealers want my kids . . . I've got to win"

"We're in competition with the drug dealers. They want my kids, I want my kids, and I've got to win," says Rutherford, whom kids call "Doc." "One of the best ways is to reach out to kids, to their parents, and to the community. And that's what I do, every single day."

For skeptics who say caring gets you only so far, Rutherford has evidence that it gets it you very far indeed — it wins respect and support. "When I first came here to open the new school in 1978, I had 16 windows smashed on my car, four tires slashed, an antenna ruined, a battery broken, and sugar put in my gas tank. You name it, it happened. It was a tough neighborhood then, and it is now. But today I don't even lock my car. The kids won't let anybody touch it. We've created a sanctuary within

these walls. The students know that we want them to succeed. They know I won't lie to them. They know if I say it, I mean it."

Sadie Wiggins-Bell, a resource teacher who also has been at Fletcher-Johnson since its opening, agrees. "From day one we wanted to convey a sense of family here, and we've achieved that. Students and parents think of this as their place and help take care of it."

Drawing on many resources to achieve success

The grim rewards of drug use and drug dealing that students witness all too often may be one strong deterrent, but the roots of Fletcher-Johnson's extraordinary success run wider and deeper. The school staff credits a curriculum that helps students anticipate and resist social pressure: a rich menu of alternative activities — after school, Saturdays, summers — and community partnerships.

For example, corporations, community agencies, and nonprofit organizations make human and technical resources available to the school. One such group is Cities-in-Schools, a national dropout-prevention organization that brings to schools a range of community services — mental health experts, employment counseling,

youth development and recreational activities, and health programs.

A place to be from morning to midnight

Offering a variety of programs, activities, and healthful choices, then bringing kids and families in — this fits principal Rutherford's philosophy nicely. Wiggins-Bell says there are activities for every interest. "We've got a Double Dutch Club, all the sports — track, soccer, football, basketball, softball — Ski Club, Drill Team, Gospel Choir, String Club, Drill Team, Gospel Choir, String Orchestra, Marching Band, Values Growth Class, several computer clubs, Newspaper Club, Olympics of the Mind, Scouts. . . . We're busy all the time!" she adds.

"I want this school open seven days a week," Rutherford says. "So far, I haven't talked the superintendent into giving me the money to open it on Sunday. But we've got activities at this school for

Fletcher-Johnson
Educational Center

Grades: Pre-K-9

Enrollment: 870

Students from low-income families: 17%

Ethnic composition:
100% Black

**"Having parents in and around the school makes teachers better teachers and administrators better administrators."
— Principal George Rutherford**

**"We want this school to convey a sense of family."
— Sadie Wiggins-Bell, Resource Teacher**

Five Schools Up-Close

Success tips from Fletcher-Johnson Educational Center

- **When the neighborhood is crime ridden, keep the school open before and after classes, on weekends, and in the summer, to provide a safe environment for students.**
- **Give parents ways to make real contributions to the school and to students, such as teaching summer or after-school enrichment classes, to help them develop a sense of ownership of your programs.**
- **Ask nearby merchants for help in enforcing a closed campus policy by not selling snacks or other items to students during school hours.**

kids and parents from 6:40 a.m. to midnight, five days a week, and from 9 a.m. to 6 p.m. on Saturdays."

Summer jobs and "prime time" protection

"Our summer program is running at 8 p.m. at night, because I want the students here at 'prime time,'" says Rutherford. And no, he's not talking prime-time television. "Prime time for drug dealers is between 2 p.m. and 10 p.m. So I want the kids here, where they're safe."

"In the summer program, paid for by District of Columbia funds, we've got 175 kids, ages 14 to 21, here every day, working four to eight hours for \$4.25 an hour. They learn how to fill out job applications. They work as tutors with younger kids; they help in the office and in the computer lab; they work with custodians. We also arrange summer community-service activities and some field trips. The library is always open. Students can take classes in ceramics, woodshop, and video/TV production. I had one parent who had never worked outside the home, but she could sew. She taught sewing. You should have seen what the kids made!"

A critical factor in Fletcher-Johnson's success is parent involvement. For many families, this is the only school the children have gone

to since preschool, so parents feel a real ownership of the school and support its efforts to keep students safe and drug free.

Parents gain in skills; the school profits by their presence

The school looks for ways to support parents, to assist them in becoming better caregivers and role models. "A lot of our parents need help in working with their kids, so we have parenting classes that run several months. They cover everything from basic parenting skills to drug prevention education, helping with homework, and dealing with your teen," notes Rutherford.

Parents are on site all the time and attend special celebrations like the annual Grandparents' Day, Sunday Family Day, Mother and Daughter Tea, and Father and Son Breakfast. "Having parents in and around the school makes teachers better teachers and administrators better administrators. We really want parents here," says Rutherford. "When a new student comes to Fletcher-Johnson, the first thing we do is start calling the parents. You'd be amazed how parents will come if you keep calling. Once they're here, it's our job to keep them here."

St. Louis Park, Minnesota

St. Louis Park Junior High: Counting their blessings — and making prevention their focus

St. Louis Park Junior High has much that other schools might envy: suburban proximity to Minneapolis, a pond that students canoe in, standardized test scores well above the national average in all subject areas, and now a \$2 million state-of-the-art multimedia technology setup, including a phone, voice mail, modem, and local area network line for every teacher.

"But we realize that chemical use happens everywhere," says principal Les Bork. "We've never thought 'it couldn't happen here.'"

"We've made prevention our focus, but we don't just talk about the negative effects of drugs. We talk about responsible citizenry. And we involve the entire staff in drug prevention training," says Bork.

One of those staff members, Sue Hillstrom, secretary in the guidance office, explains. "Our administration takes the view that we on the support staff are as important as anyone else in

sending a strong, consistent, no-use message. Our stand with students is: We don't tolerate use and we expect you not to use."

Connecting community service and prosocial behavior

Pamela Canning, the chemical health specialist, summarizes the school's approach: "Our policy is to help students look at their options and to promote healthful preventative choices."

That approach involves a drug prevention curriculum, evaluated and revised yearly, that includes a community service learning project. "We believe prosocial behavior creates assets and reduces at-risk behavior," Canning explains.

The program also includes a conflict-

St. Louis Park Junior High

Grades: 7-8

Enrollment: 640

Students from low
income families:
16.5%

Ethnic composition:
91% White
3.5% Asian or Pacific
Islander
3.3% Black
1.6% Hispanic
0.6% American
Indian

Success tips from St. Louis Park Junior High

- **Connect your drug education and prevention efforts to the goal of developing responsible citizens. Help students understand that the strongest motivation to do what's right and make healthful choices must ultimately come from understanding that drug use is wrong and harmful.**
- **Lots of money and innovation are less important in creating a successful program than commitment and consistency.**
- **The Parent Communication Network produces a directory that provides standards to help parents support a chemically free lifestyle and includes more than 300 parents who promise to supervise alcohol-free parties.**

Five Schools Up-Close

"Strive for consistency of expectations. Stick with your convictions and create a program with long-term expectations and staying power."

— Principal Les Bork

"Prosocial behavior, like engaging in student community service projects, creates assets and reduces at-risk behavior."

— Pamela Canning, Chemical Health Specialist

management cadre of 16 peer-selected students, who receive two days of intensive training in communication skills, self-esteem, and confidentiality in dealing with conflict, she notes. Kids can talk with either a conflict-managing peer or a staff person.

"The active involvement of students is a key component," principal Bork explains. "A student 'chemical-free' club helps bolster our message. We offer many activities, and we have a tremendous prevention program focusing on healthful lifestyles and values — what it is to be a good citizen and to do what's right."

Sending the message daily

"Our program is not tremendously innovative," admits Bork. "But we do it every day. And we reinforce it all the time, not just during Workshop Week at the opening of school."

Faculty serve on the school's Chemical Assessment Team, which helps implement prevention ideas, communicates with the rest of staff, and encourages integration of drug prevention curriculum into content areas. The team also works with police and outside agencies. Members worked with a local hospital's nutritional counselor to provide information to a group of students who were taking diet pills.

"You need to have focus," Bork says. "We spend a tremendous amount of time on prevention. You don't need a lot of money. You need the commitment of people, every day."

A Directory of Standards to support a drug-free lifestyle

"You also have to make parents knowledgeable," he continues. "When you explain in a proactive fashion, you tap into parents' desire to do what's best for their children. Once we take a message to them, parents understand and cooperate. And we build a strong network, so that cooperation grows."

The Parent Communication Network group provides educational programs for parents and students throughout the year. Members also produce a directory that provides standards to help parents support a chemically free lifestyle and includes a listing of more than 300 parents who promise to supervise alcohol-free parties.

The school also offers parenting workshops, and the staff is working on plans for a parent forum and a parent support group.

"Our challenge is this: consistency of expectations and follow-up," says Bork. "We're a team here and we'll make sure we keep the goals and programs going."

Winter Haven, Florida

Inwood Elementary: In a neighborhood in transition, a place where students learn responsi- bility and self-control

In some ways, Inwood Elementary is still a classic neighborhood school, one parents fought to keep open and one to which students walk and ride bikes. But Inwood is now on the fringe of a high-crime area, a neighborhood in transition. It has had a recent influx of children of Haitian immigrants and of students from impoverished families, who prompt the staff to address new needs.

"In the past five years, we've seen a dramatic change in the family life of our students," says principal Sue Buckner. Part of that change was clear evidence of home and weekend use by Inwood students of beer, wine coolers, cigarettes, and marijuana.

"As the high-crime area moves closer, our student population shifts even more. Too many of our children see crime in their community and in their homes, on a daily basis," Buckner explains. "More students have low self-esteem

and lack self-discipline and respect for others.

"To help students acquire these values, we're working to create an orderly and disciplined environment, but not as an end in itself. Our ultimate goal is for all the students to develop an internal locus of control," she notes.

Teaching self-responsibility first

"The entire staff is involved in responsibility training. We stress that children are responsible for their own behavior," Buckner explains.

"Our teachers use a positive discipline approach, because we don't want to embarrass children or lower their self-esteem. Our aim is to teach children to stop and think about what caused them to get into trouble, what kind of behavior they could have demonstrated instead, and what they're going to do to stay out of trouble," she notes.

In 1992, the school had 51 reports of fighting — down from 78 the year before — and 71 in-school suspensions — down from 114 the year before. "We're making some headway," says Buckner, "but we've got a way to go."

Making the message of responsibility real

Because the staff wants students to know that taking on more responsibility for their actions



Eighth graders Jackie Reeves, Ocoee, Florida, and Rina Dizon, Cincinnati, Ohio, find common interest during a tour of the Capitol — starting with a mutual commitment to send a drug-free message to peers.

Five Schools Up-Close

Success tips from Inwood Elementary

- **Keep up with the prevention research in this fast-changing field. Encourage teachers to discuss new findings and apply them to what they see occurring in the school and community.**
- **If your message is asking students to take responsibility for their own behavior, then you must show them that responsibility is real and that you respect their ability to make decisions and form opinions. Listen to their suggestions for program improvement and find ways to implement their best ideas.**
- **Communicate with parents frequently and effectively through workshops, flyers, meetings, surveys, the school newspaper, local newspapers and radio, student handbook, home visits, phone calls, notes, and letters.**

means they acquire new privileges, staff seeks out, listens to, and implements children's ideas for improving the school. The student council, for example, gathered opinions from classmates and made suggestions to administrators, which led to the revision of rules concerning playground safety, before and after-school activity, and cafeteria schedules. Student groups are actively involved in planning and developing drug education activities.

Offering extra chances to do well

"They get kids here to really think," says student Nikki Daniels, 11. "I wasn't the world's best student. But here they give you time and extra chances to do well. They really care."

Certainly the school's policies and resources demonstrate that caring. "We have a very clear-cut policy. If any child needs to talk to an adult about anything, he or she is excused from class to do this," explains principal Buckner. "Students come to the office with their problems or they go to their teacher, guidance counselor, or 'support buddy,' who may be a trained Peer Pal. Our time-out room is also very beneficial, because students write down their problems, to find solutions or more appropriate ways to act in difficult situations."

Putting research to work

Teachers stay alert to new needs to address and new ways to address them, notes Buckner. "Various teacher committees meet monthly to share and discuss new prevention research and to make changes in programs and strategies. We never consider anything 'done.'"

Every month, all referrals are analyzed by the discipline committee. Children who continue to have problems may be referred to the Child Study Team — whose members include the principal, vice principal, guidance counselor, two teachers, and a parent. Or, troubled students may be referred to the school psychologist, the CARE team, alternative education, a Peer Pal, or to a Warrior Buddy — a junior high student volunteer, who acts as a role model for high-risk students.

Local citizens have also started a Neighborhood Watch

Inwood Elementary
School

Grades: K-6

Enrollment: 419

Students from low-
income families: 55%

Ethnic composition:
77% White
19% Black
4% Hispanic

program, which has become a powerful ally in the school's efforts to provide a safe, drug-free environment for students. A few years ago, the Parent to Parent program began. But, as with the school's efforts to achieve student self-discipline, parent education is also an area where there's plenty of room for improvement, observes Buckner.

Inwood trains parents comprehensively

"Parent education is very important, and it can be difficult," she notes. "Some parents are always denying: 'It's not going to happen to me or my kids.' Some parents think an elementary drug program should focus simply on drug facts. We feel a good program must teach that illegal drug use is wrong and harmful. Children must be taught to say no."

All Inwood parents receive information on the importance of establishing appropriate family rules, monitoring children's behavior and ensuring adequate supervision, imposing appropriate punishments, reinforcing positive behaviors, improving family communication skills and conflict management, and ways to network with other parents.

They also receive training in such drug-related issues as the effects of drug use, abuse, and

dependency; how to identify drug problems and refer someone for treatment; resources for diagnosing and treating people with drug problems; laws and school policies on tobacco, alcohol, and other drug use; and safety issues.

Inwood communicates with parents in a variety of ways, including flyers, meetings, surveys, the student handbook, home visits, phone calls, notes, and letters. Yet, Buckner wishes that "more employers educated parents in their workplaces."

Building on trust to visit homes

"It's true that some of our parents are themselves on drugs. But I've never seen a family that doesn't want the kids to succeed. They're usually willing to work with us," says Buckner.

"You see, we're still a neighborhood school. There's a level of trust that we've worked hard to develop. We let parents know that if there's a problem in the home, and they want help, we'll work with them to get it. We visit a lot of homes. We don't go to every home, but if we don't see a parent at school by November, we're out there. Believe me, it makes a difference, because if no one else, the child sees that you've taken time to show you care."

"Our ultimate goal is for every student to develop an internal locus of control." — Principal Sue Buckner

"Here they give you time and extra chances to do well. They really care." — Student Nikki Daniels

Ideas into Action



The Drug-Free School Awards luncheon was but one time to pledge a common commitment to safe and drug-free schools.

Drug-free schools share six key characteristics

What traits do safe, disciplined, and drug-free schools have in common? They share six key characteristics that comprise a comprehensive prevention program.

The educators at those schools pay close attention to:

- ▲ recognizing, assessing, and monitoring the drug, safety, and discipline problems;
- ▲ setting, implementing, and enforcing policy;
- ▲ developing and implementing a drug education and prevention program;
- ▲ educating and training staff;
- ▲ promoting parent involvement and providing parent education and training; and
- ▲ interacting and networking with community groups and agencies.

In this section, educators and community members from a range of schools share ways they've made these six characteristics come to life in their own successful programs. In offering these ideas, they acknowledge that each school is different — that implementation ideas appropriate for one school, staff, or community may not work for another. They stress,

however, that while the methods may vary, the traits that create success do not. These six characteristics are at the core of every program and serve as guideposts for continuing success. Ignore any one area and you risk not achieving an effective prevention program.

No time to waste

The principals you hear from in the pages that follow encourage you to borrow their ideas and to adapt them to create a strong program of your own. Their encouragement is underscored by a sense of urgency: We know what it takes for a school to be safe and drug free, they say. Now let's implement what we know.

1 Recognizing, assessing, and monitoring drug and safety problems

In 1987, the staff of Princess Nahienaena Elementary in Lahaina, Hawaii, was jolted by the results of a statewide Department of Education survey of sixth, eighth, tenth, and twelfth graders that indicated widespread drug use among respondents. The Princess

Nahienaena staff then surveyed their own students to assess attitudes and use of drugs. Responses showed that these elementary students were woefully unaware of the negative effects of tobacco, alcohol, and other drugs and knew little about prevention. A survey of parents revealed that their awareness levels were no higher than those of their children.

Princess Nahienaena staff quickly adopted a plan to inform students and parents about drug prevention and safety programs through school meetings, parent newsletters, open houses, PTA programs, and joint community meetings with all public and private schools in the community. "Those initial steps — a survey and an action plan to increase awareness — taken by then principal Michael Nakano proved to be the foundation of the program we have today," says current principal Sandra Shawhan. "This is a safer school for children. It's a wonderful legacy to step into." Shawhan is committed to ongoing assessment, since "it's the only way to keep the program focused and strong."

Survey results change a school's course

Piedmont High School, Piedmont, Alabama, like most high schools in the late 1980s, included materials to prevent tobacco, alcohol, and

other drug use in its curriculum. In 1988, to meet state guidelines, it gave seventh-, ninth-, and eleventh-grade students surveys prepared by the Alabama Department of Education. When Joe Lightsey, a drug prevention expert from the state office, met with the Piedmont staff to analyze the results, it became immediately clear that the school's curriculum offerings were inadequate.

Survey results showed that in Piedmont, a town of 5,200 residents, drugs were easy to come by. More than 200 teenagers were at risk of both academic failure and drug use. Armed with the implications of their research, Piedmont High School and the community swung into action.

Under the leadership of school and district administrators, the chief of police, and a student who had attended a drug prevention conference, Piedmont dropped its ad hoc approach and decided to create a comprehensive program to reach into the entire community. An awareness advisory council was formed whose members — parents, teachers, administrators, students, local crime-prevention officers, and interested citizens — used the survey results to create a communitywide policy and outline steps to implement it. To keep tabs on the pro-

Success tip

"The first step in creating a solid drug prevention policy is recognizing that a drug problem exists, determining the extent of the problem, and then working out a way to assess and monitor it regularly," says Barbara Gilmore, Substance Awareness Coordinator, Russell O. Brackman Middle School, Barnegat, New Jersey.

Ideas into Action

"If we had it to do over again," says Sister Teresa Barton, principal, St. Mary's Elementary School, Providence, Rhode Island, "we'd make an even greater effort to get parents involved from the very beginning. You can't assume that all parents share the view of the negative effects of tobacco, alcohol, and other drugs that your program does. They have to become knowledgeable, too — through literature sent home, meetings, workshops. Make the case to them early on."

gram's success, the advisory council surveys the student body quarterly.

Informal assessment is important, too

Surveys are only one way to identify and monitor a problem, say the principals interviewed in these pages. Informal assessment, such as staff observation and analysis of discipline referrals, attendance, grades, extracurricular participation, and student performance, are equally important.

In 1986, the staff of Lamar Junior High School, Rosenberg, Texas, saw troubling signs in several students — an increase in fights, and a lack of concentration and ambition to learn. A few students came to school clearly smelling of marijuana. The school quickly established a plan to assess the extent of the problem. Taking into account teachers' anecdotal observations, community input, and an analysis of discipline problems, attendance, and grades, Lamar Junior High hired a substance abuse counselor to work with the entire staff to coordinate the school's prevention efforts. In 1987, Students Against Drugs (SAD) was organized. Its members — students, teachers, parents, community members — formed the core of Lamar Junior High's evolving program.

Annual surveys are key elements in Lamar's ongoing assessment of its program, says Gail Parr, school nurse and SAD sponsor. School staff also use student data to gauge the success of their efforts. "Since we launched our Tobacco, Alcohol, and Other Drug (TAOD) program in 1987, we've seen increases in SAD membership, daily attendance, and students on the honor roll. The number of grade-level retentions has dropped dramatically."

Making everyone responsible for monitoring a program's success

Russell O. Brackman Middle School in Barnegat, New Jersey, practices one of the principles found effective in middle schools to help monitor students. Every student has a staff member who is an adviser — a "full-time expert on that child," says Barbara Gilmore, substance awareness coordinator. She works with faculty members and parents to assess students regularly. If drug use is suspected, Gilmore meets with the student to talk about the problem. Next, a meeting is scheduled with parents to discuss solutions.

What this means, says Gilmore, is that "in effect, students are monitored daily. Kids are also active in assessing our program through

support groups, Peer Leadership class, and Student Council. We think it's everyone's responsibility to monitor our progress and keep our program on track. We're all working together. Everyone must have a stake in the program's effectiveness. You can't be successful otherwise."

Are you survey savvy?

Educators whose schools are honored in this book agree that surveys are important elements of initiating and maintaining a successful safe, disciplined, and drug-free environment. They stress that the most useful surveys are those created by or in collaboration with research professionals and that no survey should be taken or results publicized without checking with school or district attorneys. (Turn to Helpful Resources, page 62, for organizations that can direct you to survey sources.)

Choosing a survey . . .

- ▲ Consider those that have been created by professionals and endorsed by federal, state, or local agencies regarding student, staff, and family privacy.
- ▲ Check for questions that yield baseline data

that can be easily measured and monitored as often as necessary. Include questions that can help you establish the age students begin using alcohol, tobacco, and other drugs; the number of students currently using drugs and the types of drugs they use; how and the ease with which students obtain drugs; reasons why students start taking drugs.

- ▲ Make sure the survey is anonymous. Students are less likely to be honest in answering the questions if they feel their identity will be known.

Before you survey . . .

- ▲ Have your school's attorney review the survey to ensure it complies with Federal, state, and local regulations regarding privacy of students, staff, and families. Seek the attorney's advice on issues related to parental notification and consent.
- ▲ Ask a research professional to review the survey to ensure that the data it will yield are of the type needed to inform policy and program decisions.
- ▲ Gain the support of the school board, superintendent, parents, and community.
- ▲ Involve students, school staff, and parents in survey planning. Discuss their perceptions



Matthew and Mark Miller, Mokulele Elementary, Honolulu, show off an extra-large souvenir of their big day in Washington.

Ideas into Action

Surveys: Go ahead and ask . . .

Educators say a baseline survey worth its salt should measure students':

- **understanding of the school's policy concerning tobacco, alcohol, and other drugs;**
- **views concerning the fair and consistent enforcement of the policy;**
- **own personal attitudes regarding use of tobacco, alcohol, and other drugs, as well as their perceptions of their peers' attitudes;**
- **frequency of use of tobacco, alcohol, and other drugs and understanding of the physical effects of their use;**
- **familiarity with available resources for help; and**
- **opinions concerning the safety of the school and surrounding environment.**

of safety issues and tobacco, alcohol, and other drug use and their availability on campus.

▲ Meet with parents and other community members to discuss their views of student drug use.

▲ Talk with local law enforcement officials about the extent of drug use within your community.

After you survey . . .

▲ Ask a research professional to assist you in analyzing the results and in drawing conclusions that may have an impact on the direction of your policy and program.

▲ Be open and willing to discuss the results. Meet with the entire school staff — everyone from teachers to coaches to custodians. Share your findings with students, parents, community members. Disseminate the results in a variety of ways. Hold general meetings, send home newsletters, and involve the local media.

▲ Use the data as a baseline against which to build your program and to evaluate its success. Put one person or a task force in charge of keeping records of survey results for ongoing evaluation.

▲ Use the results to encourage local law enforcement and other community agencies to

pinpoint ways these groups can work together to meet Goal Six in your community.

2

Setting, implementing, and enforcing policy

Once you've assessed the scope of your challenge in meeting Goal Six, the next step is to create a policy that, when implemented and enforced, will create a safe, disciplined, and drug-free environment. The educators honored by the Department of Education's Drug-Free School Recognition Program say that a sound overall policy should cover discipline and safety as well as tobacco, alcohol, and other drugs. They offer five general guidelines for establishing policy:

One, the community — parents, students, law enforcement and social service personnel, as well as educators — should have input in creating it. The more people involved, the more support you will have to enforce it.

Two, once outlined, it must be clearly stated, jargon free, and with appropriate consequences specifically spelled out.

Three, make it clear that the school rules

apply to everyone — students, staff, parents, and community members.

Four, disseminate it broadly. Send it home for parents to sign; hold meetings with students, staff, and parents; publicize it frequently through local media; and present it to community groups. Make sure everyone is aware of it.

Five, review it annually. Is meeting your objectives? Revise it when necessary to increase its effectiveness.

First, clearly state your behavior code

A policy to ensure a safe, drug-free environment begins with a clearly stated and enforced discipline code — one that addresses consequences for violations ranging from gum chewing to profanity to assault with a weapon. Knowing in advance how you'll deal with all such behaviors is critical.

"We place strong emphasis on our expectations for self-discipline," says John Merritt, principal, St. James White Oak Elementary School, Cincinnati, Ohio. "For us, 'discipline' is the systematic development of a child's physical, social, intellectual, moral and spiritual capacities through guided instruction and self-controlled activity. It's easier to ensure a safe, drug-free environment when you have a

discipline code with clear consequences."

Jeanine Carter, facilitator/trainer, Municipal Elementary School, Roy, Utah, says her school has "an assertive discipline policy that promotes self-responsibility. Many students have working parents and so they are home alone before and after school. We emphasize self-control, self-sufficiency, and decision-making skills that lead children to choose healthful lifestyles."

TAOD (Tobacco, Alcohol, and Other Drug) policy must be strong and clear

The part of your policy that deals with TAOD must be as rigorous and clearly stated as the rest. Those interviewed offer these guidelines:

- ▲ The core of your drug-free program must be based on a no-use, no-exceptions policy.
- ▲ Define what a drug is. Make clear that tobacco and alcohol are drugs.
- ▲ State clearly that the unlawful use, possession, and/or sale of drugs and drug paraphernalia on school grounds and at all school-related functions (whether or not they are on school property) are strictly prohibited.
- ▲ Identify the consequences for breaking those rules.

"If I had it to do over again," says John Merritt, principal of St. James White Oak Elementary in Cincinnati, Ohio, "I'd review every idea in the policy line by line to see if there is anything that could be confusing or contradictory. For instance, looking back, I would have eliminated smoking in the building a lot earlier. I visited a science class where the teacher came back from the faculty lounge reeking of cigarettes. That day she taught about the hazards of nicotine and smoking. It was a farce, and students knew it. Teachers are role models. The following week, our school policy was changed and our school became tobacco free."

Ideas into Action

Success tip

"When your program is in place, be consistent when rules are enforced. The minute someone feels that exceptions are being made — such as 'different' rules for athletes and other highly visible students — the strength of the policy and respect for school officials are greatly weakened," says Cranston East principal William Paolino.

▲ Check that you follow Federal, state, and local policies involving student searches by consulting with your school's attorney.

▲ Define the school's policy for students who are caught possessing, using, or selling drugs off school grounds during non-school hours.

▲ Inform parents, community members, law enforcement officials, and school staff of their own responsibilities for enforcing the policy.

Involve students in setting and enforcing policy

To be successful, it's vital that everyone — students, staff, parents, community members — agrees that the policy is fair and appropriate. Many schools involve students in setting policy. At Cranston High School East (CHSE), Cranston, Rhode Island, the student body was primarily responsible for setting the no-smoking policy. In 1988, the Student Council suggested rules to prohibit smoking on school grounds and at school functions. CHSE students also serve on the Mayor's Advisory Committee on Substance Abuse.

Carolyn Baldwin, principal, Westwood Junior High, Winter Haven, Florida, enlists students in enforcing the school's overall policy. Members of the school's Youth Crime

Watch take responsibility for posting rules, monitoring hallways and bathrooms, and reporting problems. Some violations are addressed by peer counselors.

At Mission Glen Elementary, Houston, Texas, students create and post signs — Yield, Stop, Walk, Quiet — to promote school safety.

What's appropriate? A look at one school's TAOD policy and consequences

Recognized schools prohibit the possession, sale, or use of all types of tobacco, alcohol, or other drug products on school property or during any school-sponsored event at all times. "You must guarantee that students and parents understand the importance of this message through meetings, handbooks, newsletters and conferences," says W. L. Sanders, principal of Copperas Cove High, Copperas Cove, Texas.

At Copperas, the first-offense violation for use of alcohol and other drugs stipulates that a student will be assigned to in-school suspension and must get outside counseling with a parent for at least six months. Violation of fighting rules results in counseling and, if the infraction is serious, can mean the filing of charges. Public profanity can mean Saturday detention. Copperas Cove's drug policy was

implemented in 1980. Since then, it has been reviewed annually and amended three times to fit the needs of a changing community.

3

Developing and implementing a drug education and prevention program

Principals, teachers, and other experts agree that to be effective, a comprehensive drug prevention program must be age appropriate and easily integrated into the curriculum. It must teach that drug use is wrong and harmful and provide students with the skills to resist peer pressure.

"You don't need to reinvent the wheel," says Joseph Bartolotto, principal, Joseph A. Edgar Intermediate School, Rocky Point, New York. "There is plenty of good research and materials upon which you can build." Bartolotto suggests these three steps if you're getting started:

- ▲ Establish a curriculum that is appropriate for the age of the students and the nature and extent of the drug problem in your school.
- ▲ Base the curriculum on an understanding of why young people try drugs. This will help

you teach students how to resist outside pressures.

- ▲ Review all available curricula and other materials for possible adaptation. National, state, and local organizations have lists of helpful materials. (See Helpful Resources, page 62.)

Building character and social responsibility

Many schools, like Timberlawn Elementary in Jackson, Mississippi, place character development and social responsibility at the heart of their drug prevention programs. For Timberlawn students, STAR means Stop, Think, Act, Review. The program — developed by Timberlawn's drug education coordinator and tested by fifth graders — sets up different scenarios involving tobacco, alcohol, and other drug use, then teaches students how to say no and take charge of each situation. Principal Olin Lewis says STAR:

- ▲ offers students activities that are drug free and promote healthy alternatives for developing interests and talents;
- ▲ fosters an understanding of the importance of one's personal health and how drugs can affect it;
- ▲ helps students create a democratic school environment by involving them in decision

Success tip

A confidential way for students to share ideas or signal for help works well in many schools. At Myrtle Beach Elementary, Myrtle Beach, South Carolina, students contribute ideas to the drug education program through a Comment/Suggestion Box in each classroom. At Mission Glen Elementary, Houston, Texas, students with questions or who feel they need assistance with TAOD issues make their appeals through a mailbox in the central library, which is checked daily by a counselor.

Ideas into Action

Success tip

David Bibens, principal, Highland Park Elementary, Oklahoma City, Oklahoma, says "a successful program provides for summer support and enforcement of the drug-free message." Highland educators team up with the local Kiwanis Club to enlist students in Operation Know to Say No. They receive pledge cards, posters, stickers, and discounts at local restaurants and other merchants when they show their Operation Know cards.

making and shared responsibility for making the school a good place to be and learn;

▲ helps students develop techniques to resist real-life pressures from peers, family, and community to use tobacco, alcohol, and other drugs; and

▲ teaches students to solve their own conflicts through peer mediation techniques.

Positive alternatives offer healthful avenues to a drug-free life

"We think one key to resistance is to provide positive alternatives to drug use. If students' minds are kept active and motivated to learn more, saying no to drugs is easier," observes Juanita Doggett, principal of Sherman Elementary School in St. Louis, Missouri. The school provides activities that teach personal responsibility, sound decision-making skills, and self-confidence through a range of programs. One, in cooperation with St. Louis's world-famous Botanical Gardens, enables Sherman's fourth-grade science club to work on special gardening projects. "Our students learn how to grow plants and flowers. They learn science skills and the responsibility of taking care of something and sticking with it. They take great lessons away from the

Gardens," explains Doggett.

In another program, Project LEAP (Leaders in Education and Prevention), Doggett calls on volunteers to be role models for individual students and small groups in need of special attention. Many LEAPers are college students from St. Louis University.

"Parents, too, have to help their children choose healthful lifestyles, so we make them a major part of our drug-free program. To involve as many parents as possible, we plan programs for during the school day, in the evening, and on Sunday afternoons at local churches," Doggett explains.

Recognizing accomplishments boosts students' self-confidence

"We know that a child's healthy self-image is one of the best weapons against drugs," notes Mary Roe, counselor, Mission Glen Elementary School, Houston, Texas. "Saying no to peer pressure can be difficult for some students. They want to be liked. Because so many children hear only what they do wrong, not what they do right, building self-confidence is our number-one priority in helping children resist drugs. We use a lot of 'positives' with students. We want teachers to let

children know what they're doing right — all day long!" says Roe.

Positive student recognition is an approach that also works for children and staff at Meadows Elementary in Stafford, Texas. Principal Scotty Bass explains, "Every week a student is honored as 'Star of the Week' within each classroom. In each room a bulletin board display features the Star, giving that student an opportunity to 'shine.' Teachers also send home Good News cards that highlight students' individual successes."

It's good to be a HERO!

But the school isn't the only place for Stafford students to gain recognition. Each month the local police department honors students who have earned the title of HERO (Helping Each Other and Responding to Others) for their efforts to encourage others to live safe, drug-free lives. Those children receive a badge, an engraved HERO pencil, and a certificate signed by the police chief.

"We want to ensure that students' achievements are recognized. When they have confidence and hope, they're less likely to turn to drugs," adds Bass.

In Bridgeport, Texas, a former coal-mining

community an hour from Fort Worth, students STAND (Students Taking Action to Neutralize Drugs) against drugs. When Bridgeport High students formed the club, they decided that members would take a voluntary drug test. When they test negative, they receive a card, honored by local businesses, good for discounts on both products and special drug-free events.

The goal of the program is to change students' attitudes about drugs. "Students come to high school with set ideas about drugs," says Robert Sivley, principal. "By offering recognition and rewards to students who test negative, we want to show them that it's cool to be drug free. The local papers and radio programs recognize our drug-free students by publicizing their special activities."

Cyprus High School in Magna, Utah, also works to show teens that "choosing a no-use lifestyle is the way to go," says principal William Christopulos. One very successful effort at accomplishing that goal is the school's Renaissance Program, which opens students' eyes to a world of opportunities in life when they're healthy and drug free. Members take trips — sponsored by local community groups — to the ballet, local theaters, and professional sporting events. Christopulos reports that these

Success tip

St. Michaels Elementary-Middle School staff, St. Michaels, Maryland, believe that you have to offer activities to keep students busy and away from drugs. So they teamed up with the Parks and Recreation Department, a local day care center, and a community center to keep the school gym open Wednesday and Friday evenings and until 1 a.m. on Saturday.

Ideas into Action

In selecting materials to use in developing a drug education curriculum, keep the following in mind:

- **Choose material that's current.**
- **Include health consequences from current research on tobacco, alcohol, and other drugs.**
- **Use materials that give children positive standards of behavior for saying no.**
- **Read all materials carefully.**

Be wary of phrases and expressions that can inadvertently deliver a pro-drug message: recreational use, social use, experimental use, responsible use, controlled use.

activities "support and motivate new learning and strengthen students' decisions to refuse drugs."

4

Educating and training staff

Every adult in your school is a role model with the power to shape, influence, and persuade a student's attitudes about tobacco, alcohol, and other drugs. Adults set the standard for safety and pro-social behavior, too. That's why it's important that not only teachers but all school staff are trained in your safety and drug education program and endorse your policy.

The educators who've created the programs honored by the Department of Education's Drug-Free School Recognition Program say to keep these guidelines in mind as you plan for staff training:

- ▲ Know from the outset that it is not a one-shot affair. Training should be ongoing, with plenty of opportunities for staff to learn new information and informally share ideas, techniques, and questions.
- ▲ While the responsibility for overseeing the program may be in the hands of an individual

or team, make everyone in your school responsible for the success of your program. Require all staff — custodians, teachers, principals, secretaries — to attend formal training.

▲ Get new information to your staff fast. As new research becomes available, distribute it through meetings and newsletters and plan to discuss its implications for your program.

▲ Make sure outside trainers have a complete understanding of the most up-to-date information and methods for teaching safety and drug prevention.

▲ Help staff and parents recognize changes in students that could signal potential drug use.

▲ Encourage staff to act as positive role models. Students follow the lead of adults they respect.

▲ Don't use recovering addicts as speakers in primary drug prevention programs because they may send the wrong message to students if they provide personal testimony about their drug involvement and experiences, such as, "We did drugs and survived."

▲ Be sure that the staff is aware of and understands all community and state laws on tobacco, alcohol, and other drug use.

▲ Provide time for staff to work together to develop age-appropriate curricula for teaching

drug prevention. While you may work from an existing curriculum, it should be tailored for your students and community.

- ▲ Permit only specially trained staff members to counsel student drug users.

- ▲ Make sure all staff has access to materials, resources, organizations, and other information about safety and TAOD education.

(The Drug-Free Schools and Communities Regional Centers provide training and technical assistance to schools. See Helpful Resources, page 63, for the Regional Center nearest you.)

Educate staff about student safety, too

Make sure that safety is very much a part of your in-service, along with the tobacco, alcohol, and other drug information. Many schools use the materials provided by the National School Safety Center (see Helpful Resources). Ron Stephens, center executive director, says behavior problems can be symptoms of drug problems. "Absenteeism and truancy frequently are linked to other serious problems such as drug use, juvenile crime, delinquency, and gang involvement. Teachers need training in assessing problems and creating and maintaining safe environments."

Betty Peltier, principal of Upper Little Caillou School, Chauvin, Louisiana, agrees. "We train staff in suicide prevention and how to intervene when students fight, for example. Last year, we had an in-service called 'Sex, Drugs, and Rock and Roll,' which alerted teachers to the influence today's music and media have on youngsters and provided tips for addressing negative influences."

Keep information flowing

Updating both staff and students on new drug education and prevention information is critical to ensuring your program stays current, say the educators interviewed about staff training and development. Some principals regularly include a Goal Six update in staff meetings; others clip items about school safety, drug education and prevention from newspapers and professional journals and distribute to staff. Others schedule regular appearances on the school system's cable channels with progress reports.

Carol Lynch, guidance counselor at Fulton County High, Hickman, Kentucky, spreads program news through "Up, Down and Sideways," the district newsletter. Student reporters inform readers of "The Blue and

Success tip

At one in-service, teachers at McDonald Street Elementary School in Waycross, Georgia, decided to design their own "Just Say No" T-shirts. They proudly wear them every Wednesday to send a message to students: We're in this with you; we care about you; we'll do all we can to help you resist drugs.

Ideas into Action

"If I had it to do over again," says Gordon Kainoa, Honoka'a Elementary and High School, Honoka'a, Hawaii, "I would gradually introduce new trained staff members to be part of our Drug Team." Five years into the implementation of a successful drug education program, the entire Honoka'a team resigned. "It wasn't a question of people 'jumping ship' — it was a recognition on the team's part that they were burned out and that it was time to pass the torch on to others.

"Now we're bringing on new volunteers, but slowly. We stagger when key people leave the team and when new ones join it, so that we keep a balance of new and seasoned people who are in charge of educating other staff members or acting as liaisons to community groups," explains Kainoa.

Gold," the high school newspaper, about the program's effectiveness.

5 Promoting parent involvement and providing parent education and training

It's true that while schools are often the locus of a community's efforts to prevent students from using drugs, the home is the place where a school's drug-free efforts can best be supported. It's also true that many parents have questions about how best to talk with children about tobacco, alcohol, and other drugs.

Schools — and the agencies they work with to create a safe and drug-free program — can provide parents with answers. They can offer workshops with qualified counselors to discuss drug-related issues and provide parents with guidelines and strategies for setting good examples for their children. They can offer encouragement and assistance to parents who feel that their influence over their children is yielding to peer pressure.

"When you open the door to parent involvement, fresh ideas come in"

Many of the principals interviewed say that parent involvement must be part and parcel of a successful program from the very start. And it must go way beyond "sending home a few flyers," says Cassandra Conner, principal, Orange Grove Elementary, Gulfport, Mississippi. "The more you draw on parents, the more your program broadens and the easier it becomes to make it work. Once you open the door to involvement, fresh ideas come in."

Carolyn Rushing, principal of Gulfport's 28th Street Elementary School, notes that the definition of "parent" should encompass all those who have responsibility for caring for children. "Reach out to everyone who is close to a child. Here at 28th Street School, we have great-grandparents who are tutors and mentors, and we honor them with Grandparents' Day and lunches. They visit our drug program because they're influential in kids' lives."

Advice parents seek: how to provide it

Many principals say that if you want to have a powerful program, you have to fully inform parents. And for many parents, the education process needs to be as rigorous as it is for staff

and students. What should be part of that process? The schools featured in this book offer the following guidelines.

1. Help parents clearly communicate values of right and wrong. Research shows that children who learn at home the importance of taking responsibility for their actions and have a clear understanding of right and wrong are less likely to try drugs than those who have not. To build these values in their children, parents can:

- ▲ live by these examples;
- ▲ encourage self-discipline by giving children regular chores that they are responsible for completing;
- ▲ set fair and consistent standards of behavior concerning drug use, curfews, and unsupervised activities;
- ▲ know their child's friends and communicate with the friends' parents to ensure they share the same rules and expectations; and
- ▲ support school and community rules and hold their child accountable when he or she breaks a rule.

2. Help parents teach ways to resist peer pressure. Parents who communicate regularly with

their children and take an active interest in their child's friends, activities, problems, and concerns can more easily keep tabs on the level of peer pressure a child may be experiencing. To help children resist drugs, parents should:

- ▲ know where their child is and what he or she is doing throughout the day;
- ▲ talk with and listen to their child. Keep all lines of communication open. Let their child know that they care and are interested and available to discuss any questions, concerns, and problems at any time;
- ▲ know what are the most commonly used drugs and alcohol products by young people. Know what they look like, their street names, and types of paraphernalia used with them;
- ▲ be knowledgeable about the effects of drugs. Children should be encouraged to go to their parents with questions. If parents are stumped by a question, parent and child should work together to find the answer;
- ▲ know the extent of drug use in their child's peer group, school, and community;
- ▲ know the signs of drug use. Be aware of changes in behavior; and
- ▲ know how and where to get help if drug use is suspected.

Success tip

Staff at Henry Clay Elementary, St. Louis, Missouri, help parents understand the importance of observing children's behavioral changes that may be symptomatic of drug use. "We don't want parents to shrug off behaviors as stages a child is passing through or 'just a part of growing up.' We want to be clear that tobacco, alcohol, and other drug use is not an appropriate rite of passage," says principal Frank Muehlheausler. In addition to covering the behaviors in parent meetings, the school makes available to all parents a 25-point symptoms/behaviors checklist.

Ideas into Action



Latoya Chauncy, a member of the Arkansas Drug-Free Youth Board, believes every state can support students' efforts to remain drug free.

3. Help parents support the school's efforts to become drug free. Parents who are active in encouraging a school's efforts:

- ▲ contribute to the creation of the school's drug prevention policy and reinforce a clear no-use message;
- ▲ support teachers, administrators, and other educators if their child violates school policy;
- ▲ help plan and chaperone school-sponsored activities;
- ▲ communicate regularly with their child's teacher and report immediately any observed changes in the child's behavior;
- ▲ create drug-free extracurricular activities in school and within the home and community;
- ▲ work with the school and other parents to create a plan of action to help children who are using drugs.

6 Interacting and networking with community groups and agencies

The most important thing to remember when launching a program, says Carolyn Baldwin, Westwood Junior High, Winter Haven, Florida,

is to make it a communitywide effort. At Somerset Heights Elementary, Mendota Heights, Minnesota, principal Donald Moore agrees — a school can't create a successful program alone. "You must reach out to every agency in the community and ask it to pitch in. A school with a chemical-free environment relies upon all corners of the community — business, health, law enforcement, parents, religious organizations," he notes. "Without this broad-based support and the promotion of a drug-free lifestyle, attempts within the four walls of the school will fail."

To gain community support, "You and your staff must be open and willing to listen, work, share ideas, and cooperate with different members of the community," says Jose Perez, principal of Polk City Elementary, Polk City, Florida. Other principals caution that every organization in your community has its own expertise and agenda. By focusing a common goal — a safe, violence-free, drug-free school — you can enlist their support and make that goal part of their agenda. (For help with interagency coordination, see *Tough Problems/Smart Solutions*, page 42.)

Thirteen success tips to garner support of community groups and agencies

- ▲ Share results of student surveys concerning drug use to educate the community about the nature and extent of the problem. Respect all privacy issues. Consult with your school or district attorney first.
- ▲ Invite the community to attend meetings on prevention and the problems you've identified. Ask their input on solutions you propose.
- ▲ Encourage community members to get involved in creating the school's drug policy and developing a plan for prevention.
- ▲ Include community representatives on your school's Goal Six task force.
- ▲ Invite community members to provide input in selecting a prevention curriculum.
- ▲ Ask all community members to help enforce the school's no-use policy and to follow those rules while at school functions.
- ▲ Cooperate with local law enforcement agencies in setting, enforcing, and evaluating policy. Ask for a school resource officer.
- ▲ Create a forum where staff, parents, school board members, law enforcement officials, drug-treatment professionals, and other community members can assess the program and share ideas, expertise, and new research.

- ▲ Include health care professionals, law enforcement officials, and other community members as resource persons to speak with students, parents, and staff about the effects of tobacco, alcohol, and other drug use.
- ▲ Ask local business leaders to discuss the effects of drug use on job performance and to provide work/study programs or other incentives to students who remain drug free.
- ▲ Encourage community officials to pass local ordinances to limit where cigarette vending machines and advertisements for tobacco and alcohol products may appear.
- ▲ Insist that stores that sell tobacco and alcohol products abide by laws about selling those products to minors.
- ▲ Ask merchants near the school to respect your closed campus by not selling to students during school hours.

Keeping the community on board

"To keep community support," says Frank Muehlheausler, principal, Henry Clay Elementary School, St. Louis, Missouri, "we maintain a constant flow of information. We believe it's important regularly to send the message that this neighborhood is moving toward being drug free, safe, and responsible."

Success tip

Somerset Heights Elementary, Mendota Heights, Minnesota, is completely tobacco free. Staff and community members willingly abide by this rule while on school grounds or at school-related activities. To help students deal with the issue of smoking at home, teachers — beginning with kindergartners — discuss ways students can speak with their parents who smoke to figure out a plan that respects the rights of both the smoker and nonsmoker.

Tough Problems/Smart Solutions

Problem: How to create a sense of community when the school serves a wide spectrum of socioeconomic levels.

Solution: Mountain Sky Junior High, Phoenix, Arizona, created a theater-arts program that involves more than a quarter of its students in presenting plays, mime, and other shows. "A family's money and background aren't issues — parents' and kids' common goals are great performances," says principal David Stoeve.

Problem: Preventing minor disputes between students from escalating when counselors' time is taken up with more serious problems.

Solution:

Train a group of mature students as conflict managers who mediate for peers.

At Houston's Sidney Lanier Middle School, about 20 students, recommended by teachers, are trained as conflict managers each summer. During the school year, when minor problems arise — such as a student who doesn't work well with others in a group or a fight over name calling — the names of those in dispute are given to a school counselor, who then assigns a student mediator to work with those peers during the daily advisory period.

"Petty disputes can escalate. And the student who's bothered by a problem isn't attending to schoolwork," says counselor Marilyn VanWay. "Having students trained as conflict managers provides more people in a school who can listen and help. It also gives those who are mediating a greater sense of ownership of the school."

Another successful safety program at Lanier

is the Student Security Patrol. Staffed by 50 eighth graders — most identified as at risk of minor behavior or academic problems — the patrol helps ensure a safe environment while giving these kids a chance to distinguish themselves. Two students each period patrol one floor, watching for strangers and for students in the hall without a pass. Patrol members carry walkie-talkies to report problems to the main office.

"Students take this job very seriously," says counselor VanWay. "They're proud to wear the Security Patrol badge and jacket. Being on the patrol has given kids with a history of failure much-needed self-confidence. And there's no one in the halls between classes!"

Problem: A resort-town environment that equates alcohol use with fun sends the wrong message to youth.

Solution:

Take a firm stand. First help parents and the community to recognize that an environment that tolerates excessive alcohol use puts students at serious risk. Build a consensus among a

core group that recognizes the problem, then involve them in developing a program that teaches students coping and refusal skills.

Manchester Center, a community of just 2,600 year-round residents in Vermont's Green Mountains, has 42 local establishments with a liquor license. Ski season swells the population with tourists bent on having a good time, and "celebrating with alcohol is often part of their expectation," says William Bowen, assistant principal of Manchester Elementary, serving grades pre-K-8.

"We knew that there were problems with alcohol use in the community and in the high school. Yet, we wondered, how could we set up an effective drug-free program when our youngsters regularly heard promotions encouraging excessive drinking? We sponsored a public meeting, and there we found a core group of parents who were worried and who agreed that the school ought to be dealing with the problem.

"Once the issue was aired, it became a grassroots effort," explains Bowen. "Local organizations gave money to launch a program. But word of mouth did a lot more than the money."

Parents established a local PRIDE (Parents Resource Institute on Drug Education) group to encourage networking, distribute information,

and send guidelines for parties to families of upper-grade students. Local police are involved in a DARE program at the school, and the town recreation department helps organize activities for students. A neighboring middle school began Teen Nights, with access limited to sixth, seventh, and eighth graders. A public forum on drug laws and evening speakers at the school keep the issues before townspeople.

"Our program emphasizes healthful lifestyle choices," says Bowen. Local ski areas cooperate by inviting kids to get a "natural high" by hitting the slopes. "One area gives students free season passes. All they have to do is show up for a photo ID."

Problem: Lack of funds to develop a broad-based drug education and safety program.

Solution:

Approach local businesses with research and a rationale for giving financial support to your program. Do it in a businesslike way, observes principal Carl Snow, Twin Falls Senior High, Twin Falls, Idaho. "You can't go hat in hand. When we realized

Problem: Securing a campus with multiple entrances to the school.

Solution: Sparta High School in Sparta, New Jersey, has 54 doors. Yet, the school maintains a secure environment through the commitment of staff and the close supervision of vice principal Bob Kulley. Teachers and administrators are assigned locations on campus to monitor before school and during lunch periods. Class attendance records are provided for each period and checked by office staff. When not in class, students are in supervised study halls. Teachers in classrooms with views of entrances report any unusual activity to Kulley, who follows up. And at the school's request, local police patrol the parking lot and nearby streets.

Tough Problems/Smart Solutions

Problem: High unemployment caused by recession creates stresses on families and impacts students.

Solution: Vidor High School, Vidor, Texas, provides support groups for students, facilitated by trained personnel. Topics include "Families and Change" and "Daily Coping Skills." Parents sign a form allowing students to participate.

that our school budget couldn't support the kind of drug and safety program we needed, we went to the private sector armed with facts — with slides and charts that gave businesspeople an understanding of our problems and needs. We related student drug problems to the community, describing the future work force local businesses would have to draw from if we didn't act now," recalls Snow.

Snow also took student spokespersons and staff to make the presentations. "It gave each selling point a more personal touch, because students could talk about how they and their peers would benefit. Teachers spoke about motivation and achievement," notes Snow.

This businesslike approach convinced an array of Twin Falls companies and organizations to provide money and time to develop an impressive list of successful programs. Just a few examples: the Kiwanis Club funds a Natural Helpers Group of peer counselors and buddies. Blue Lakes Rotary funds a Saturday Drug/Alcohol School. Gem Laundry donates facilities for the Youth to Youth program.

Problem: Cultural mores dictate that alcohol consumption, even by youths, is acceptable.

Solution:

While showing great sensitivity to customs and traditions, develop a program that educates students and parents that alcohol use by minors is illegal, wrong, and harmful and open the school to community events to ensure that they'll be drug free.

That approach has worked at Catahoula Elementary School in St. Martinville, Louisiana — deep in the heart of Cajun country. "The people of St. Martinville are overwhelmingly of French-Cajun descent, and the Cajuns are known for their 'joie de vivre,'" says principal Georgie Z. Blanchard. Fun, notes Blanchard, usually includes using alcohol. Even children are sometimes permitted beer.

To change this mindset without alienating parents and the community, Catahoula has lobbied to move traditional activities at which drinking was the norm and children were present to the school grounds, to ensure the activities are now alcohol and tobacco free. The school hosts many community events, including fund-raisers,

cookouts, and sporting competitions.

School staff has also made a concerted effort to educate parents. "We've taken surveys of student alcohol use to parent meetings, to convince them of the negative effects of using alcohol and to show that lax attitudes toward alcohol consumption harm students," says Blanchard. Catahoula hosts parent workshops on substance use, parenting skills, discipline, motivation, self-esteem, communication, and networking. "Through these efforts, we increase parental understanding of what's truly best for their children — and themselves," says Blanchard.

Problem: Students living in a high-crime environment in which older siblings and parents are among those committing violent acts or using and dealing drugs.

Solution:

Pull out all the stops to connect with that community. Join forces with local ministries, agencies, and other institutions to send the word that families are welcome in the school and at its drug-free and safety programs; pro-

vide broad-based support and options for students to increase their resolve to choose a drug- and violence-free lifestyle.

A small percentage of the 1,200 students at Florida's Ocoee Middle School come from a neighborhood targeted by Orlando Fights Back, a crime- and drug-eradication effort. Family members of some students are not only users but dealers. "It is a tough problem," concedes Mary Pease, student assistance coordinator, "but we are committed to help those students remain drug free and recognize that violence is not the way to solve problems."

Ocoee Middle School does that with a myriad of programs. One targets at-risk eighth-grade girls who meet regularly to reinforce healthful lifestyle options and participate in volunteer services at school and in the community. "The youths are brought together for field trips, career advice, and other activities that help them envision a future," says Pease. She and principal Jennifer Reeves have high hopes for this program.

Pease's advice to others dealing with these same problems? "Get into the neighborhood. Be seen! Work closely with business leaders, social services, local clergy, and others who

Problem: High student turnover and large numbers of families in transition make it difficult to communicate with parents to create a sense of community within the school.

Solution: McKinley Middle School, Albuquerque, New Mexico, works to overcome this problem by holding several Parents' Nights throughout the year. These successful programs provide food and baby-sitting services and feature good speakers who have broad appeal and offer practical advice.

Tough Problems/Smart Solutions

Problem: Motivating older elementary students to support the school's drug prevention and safety program.

Solution: Train them to be "positive peer counselors for younger students," says Roger Roembke, principal, Abraham Lincoln Elementary, Indianapolis, Indiana. "Putting older students in leadership roles can really turn their attitudes around."

have influence and respect in the area. Above all, don't give up on those kids."

Problem: Marijuana grown as an illegal cash crop by local residents, making it cheap and accessible to students.

Solution:

Be proactive. Make prevention education your focus. Work to help students understand that marijuana use is wrong, illegal, and harmful and that it imperils their future health and ability to get a job.

"The number-one cash crop in Hawaii is marijuana, grown in the sugar cane fields," says Linda Tanouye, principal, Kauai High and Intermediate School in Lihue. "When you know a drug is that accessible to students, you have to be proactive. We've developed a Peer Education Program (PEP) that uses positive student role models to teach peers about the value of choosing healthful lifestyles."

PEP members are trained student facilitators who lead support groups and offer one-to-one peer assistance. PEP has developed informal surveys to gauge student and staff perceptions

of tobacco, alcohol, and other drug use — especially marijuana — among students, broadcasting the results to the community through public-service radio announcements.

The school also cooperates with the local American Lung Association on a program called Don't Let Your Lungs Go to Pot, part of the tenth-grade health curriculum. Course content sends a clear no-use message and reviews the dangers of smoking marijuana and tobacco.

Community businesses have helped to counteract the impact of the homegrown economy. Twenty local employers work with students at the school to help them understand what companies look for in selecting employees. The importance of being drug free is always at the top of the list.

Problem: Bureaucracies in different agencies and institutions — law enforcement, social services, health care, counseling — work against each other, to the detriment of a school's drug prevention and safety program.

Solution:

Gather representatives of each group to find a common ground and establish common goals.

Hazelwood Junior High in Florissant, Missouri, discovered that school and community officials working with students and families were giving conflicting information. Some troubled families were being advised by counselors at each of the schools in which their children were students. Yet the counselors had no means of coordinating their efforts. As a result, their advice worked at cross purposes.

Recognizing that the main problem was lack of communication, principal John Dougherty and Hazelwood counselors Martha Fields, Gerry Newsom, and Dale Shannon invited representatives from other schools and a range of agencies to form Networking for Kids. Group members include community liaison officers

from the St. Louis County and Florissant Police Departments, counselors and educational specialists from area hospitals' chemical-dependency units, child psychologists, social workers, counselors and administrators from nearby elementary and high schools, district-level administrators, juvenile court officers, and Department of Family Services officials.

The first task of Networking for Kids was to educate one another about the services each agency or institution offers students and families. Once misconceptions and "turf" problems were aired, opportunities for mutual support became clear. Group members learned first-hand others' programs, policies, and procedures for obtaining assistance with a student or family problem. Now at monthly meetings, Network members discuss families with whom several agencies may be working, to ensure consistent messages and methods.

"Networking for Kids has eliminated some overlapping or counterproductive services, such as duplication of counseling efforts and multiple reports on the same cases," says counselor Fields. "Most important, assistance that families needed but couldn't get because of bureaucratic infighting is available to them. It's a much smarter way for everyone to operate."

Problem: Changing a state law that undercuts your program.

Solution: Mobilize the entire community. Not long ago, being intoxicated was not considered "being in possession of alcohol" under Montana law — but it is now. Folks at Great Falls High School in Great Falls joined forces with police, parents, local leaders, and a local state legislator and got a new law passed. "It is tedious to draft new legislation," says principal Gary Davis, "but worth it."

The Drug-Free School Recognition Program



New friends from new places are just one wonderful, serendipitous outcome of the Drug-Free School Recognition Ceremonies.

Since 1987, the Department of Education's Drug-Free School Recognition Program has recognized public and private elementary, middle, and junior and senior high schools that develop effective approaches to helping students resist or overcome use of tobacco, alcohol, and other drugs. In addition, recognized schools are meeting the Goal Six challenge of providing "a safe, disciplined environment conducive to learning."

A strong "no use" policy

The Department recognizes schools that take a firm "no use" stand in their policies and practices, stating that:

- ▲ the unlawful use of tobacco, alcohol, and other drugs is wrong and harmful;
- ▲ curriculum and materials must not promote open-ended decision making about the use of tobacco, alcohol, and other drugs;
- ▲ "responsible use" of alcohol for those under 21 is not consistent with a sound drug prevention program;
- ▲ smoking or the use of tobacco products (including chewing tobacco) in school, on school grounds, or at school-sponsored activities is not allowed;

- ▲ adults are not permitted to use or sell alcoholic beverages at school-sponsored activities;
- ▲ holding up recovering alcoholics or other drug users as role models for nonusing students is ineffective and inappropriate if the purpose is to share personal experiences regarding their drug use.

Such policies have helped applicants focus more clearly on the six characteristics that make for a "safe, disciplined, drug-free school environment."

Six important steps toward Goal Six

The Department has set a standard for what it means to have a comprehensive drug and violence prevention program, outlining six components that characterize a successful effort.

Step One: Recognizing, assessing, and monitoring the problem

A school can show effectiveness when it:

- ▲ establishes a task force to determine the extent and nature of its tobacco, alcohol, and other drug problems and the extent and nature of its discipline and crime problems;
- ▲ coordinates with outside community groups to assess the nature of those problems;
- ▲ makes available to the public the results of

its assessments;

- ▲ maintains records on all infractions of school policy, including class disruptions, verbal or physical abuse of staff and other students, and absenteeism, and reports serious violations of the law, including assaults, rapes, robberies; and
- ▲ documents evidence that it is making progress in its efforts to reach Goal Six.

Step Two: Setting, implementing, and enforcing policy

A sound and fairly applied policy is the basis for a sound program. A school arrives at a sound policy when it:

- ▲ states that the unlawful possession, use, distribution, or sale of all drugs, including alcohol and tobacco, is wrong and harmful and will not be tolerated;
- ▲ clearly disseminates the policy to students, staff, parents, and community;
- ▲ applies policy to all students, staff, and others attending school functions;
- ▲ responds to policy violations, with a range of appropriate sanctions and rehabilitative measures; and every violation, no matter how minor, receives a response;
- ▲ develops alternative educational programs

for students who have been suspended or expelled from the regular classroom;

- ▲ maintains records that show that policies related to discipline and drugs are equitably enforced; and
- ▲ encourages nonusers to remain drug free and users to stop in order to move beyond drug-free students, to drug-free schools and drug-free communities.

Step Three: Developing and implementing the drug education and prevention program

To be successful, program planning must derive from the assessment (Step One) and assist all students. It should include:

- ▲ tutoring, mentoring, and other academic activities; counseling and support groups; vocational programs; social activities; alternative and community-service programs;
- ▲ opportunities for students to participate in such activities as developing program policy, recommending drug education activities the school might offer; developing and operating drug-free events; participating in support groups and peer counseling; under teacher direction, mediating problems and applying appropriate sanctions for inappropriate behavior of fellow students;

How are drug-free schools selected?

- Each school is nominated by its state Department of Education, the National Federation for Drug-Free Youth, the National Parent-Teacher Association, the Council for American Private Education, the Bureau of Indian Affairs, or the Department of Defense Dependent Schools using criteria set by the Drug-Free School Recognition Program.
- National reviewers screen nominations and recommend schools that meet criteria for site visits.
- Site visitors verify and amplify information provided in the nomination form and report to national review panelists who make recommendations to the Secretary of Education, who selects schools for national recognition.

Look to these schools for ideas

The 70 schools listed in the pages that follow have met the rigorous criteria set forth by the Department of Education. The nine schools listed on page 61 are on the path to achieving Goal Six and were recognized for noteworthy efforts in at least one but not all of the six areas.

One of the program's goals is to salute educators achieving success so they may serve as models and resources for others. Call on these people and adapt their ideas to create in your school a safe, violence- and drug-free environment conducive to learning.

- ▲ recognition for students' drug prevention and safety efforts; and
- ▲ a comprehensive integrated curriculum that makes it clear there is no room for students to make choices about whether or not to use tobacco, alcohol, or other drugs.

Step Four: Educating and training staff

To be successful, a school must have an ongoing training program — conducted in cooperation with community resources — for all administrators, teachers, and support staff that addresses:

- ▲ the school's tobacco, alcohol, and drug policies and their implementation;
- ▲ accurate and current information on drug use, abuse, and dependency;
- ▲ proper responses to verbal and physical abuse and other acts of violence;
- ▲ identification of students using drugs, including tobacco and alcohol; and
- ▲ intervention and referral techniques.

Step Five: Promoting parent involvement and providing parent training

In effective programs, parents are actively involved in shaping a school's policies, know the laws and school policies, network with

other parents, and are given information and training in:

- ▲ the effects of drug use, abuse, and dependency and identifying drug problems;
- ▲ identifying resources for referral and treatment;
- ▲ the importance of establishing appropriate family rules, monitoring behavior, and ensuring supervision of children; reinforcing positive behaviors and imposing appropriate punishments; and
- ▲ improving family communications skills and conflict management.

Step Six: Interacting and networking with community groups and agencies

Schools can't create a safe, disciplined, drug-free environment without working with the community. Many collaborate with law enforcement, health, mental health, social service, probation, and parole agencies to:

- ▲ identify students in need of additional services; and
- ▲ develop student and family assistance programs that may include medical care, nutrition counseling, social welfare services, latchkey child care, continuing education for dropouts, and help for students at high risk of drug use.

Need Ideas? These Schools Have Plenty to Share.

The 70 schools that follow can provide advice on comprehensive programming in all areas.

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
ARIZONA						
Cordova Elementary School 3455 West Montebello Avenue Phoenix, AZ 85017 (602) 246-5170	City	Public	K-8	72%	4.1% American Indian or Native Alaskan 1.9% Asian or Pacific Islander 23% Hispanic 6% Black, not Hispanic origin 65% White, not Hispanic origin	Dr. Karen Tankersley "Start with a plan and well-defined goals. Then as your program evolves, add components to meet specific needs within that plan. Your program will grow purposefully."
Mountain Sky Junior High 16225 North 7th Avenue Phoenix, AZ 85023 (602) 866-5220	City	Public	7-8	13%	0.8% American Indian or Native Alaskan 1.5% Asian or Pacific Islander 5.6% Hispanic 2.2% Black, not Hispanic origin 89.9% White, not Hispanic origin	Dr. David R. Stoeve "Remember that a good drug-free program offers students a menu of positive choices — lots of chances and ways to say <i>Yes!</i> to life."
ARKANSAS						
Malvern Junior High School 1910 Roosevelt Street Malvern, AR 72104 (501) 332-7530	Town	Public	7-9	35%	29% Black, not Hispanic origin 71% White, not Hispanic origin	Gail McClure "Our former principal, Steve Williams, started a Teen Involvement Peer Counselor program that is a strong key to prevention. These specially trained students not only provide a unique service, they are good role models of nonusers."
DISTRICT OF COLUMBIA						
Fletcher-Johnson Educational Ctr. Benning Road & C Street SE Washington, DC 20019 (202) 724-4920	City	Public	PreK-9	47%	100% Black, not Hispanic origin	Dr. George H. Rutherford II "We're in competition with the drug dealers. They want my kids, and I've got to win. I'm reaching out to the community to help win this battle."
Kelly Miller Junior High 49th & Brooks Streets NE Washington, DC 20019 (202) 724-4611	City	Public	7-9	57.5%	100% Black, not Hispanic origin	Ronald A. Hasty "Depending on a student's offense, we offer in-school suspension. Students are placed in a special setting where their educational and disciplinary needs are met by teachers. This ensures a rapid transition back to their class routines."
FLORIDA						
Brigham Elementary School 6th Street & Avenue C SE Winter Haven, FL 33880 (813) 291-5300	Town	Public	PreK-6	67%	1% Asian or Pacific Islander 4% Hispanic 55% Black, not Hispanic origin 40% White, not Hispanic origin	Lela Keith "Start early in children's lives. Youngsters may not be users, but they may see drug use at home. No school is isolated from the nation's drug problem. Prevention is the issue."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
FLORIDA (continued)						
Garden Grove Elementary 4599 Cypress Gardens Road Winter Haven, FL 33884 (813) 291-5396	Town	Public	K-6	22%	1% Asian or Pacific Islander 2% Hispanic 12% Black, not Hispanic origin 85% White, not Hispanic origin	Richard D. Dobler "Our district's code of conduct is very explicit, covering everything from dress codes to consequences for public profanity. It's important that students and parents know the rules — and the school's right to enforce them."
Inwood Elementary School 2200 Avenue G NW Winter Haven, FL 33880 (813) 291-5369	Town	Public	K-6	55%	4% Hispanic 19% Black, not Hispanic origin 77% White, not Hispanic origin	Sue Buckner "Our program stresses that children must take responsibility for their own behavior. Our ultimate goal is for all students to develop an internal locus of control."
Jesse Keen Elementary 815 Plateau Avenue Lakeland, FL 33801 (813) 499-2880	City	Public	PreK-5	87%	6% Hispanic 38% Black, not Hispanic origin 56% White, not Hispanic origin	John Lupoello "We serve a high-crime area. When students enter our school, we tell them, 'You're now Keen Kids, ready for new beginnings, new responsibilities, and new challenges.' We make positive behavior a goal."
Ocoee Middle School 300 South Bluford Avenue Ocoee, FL 34761 (407) 877-5035	City	Public	6-8	44.7%	0.5% American Indian or Native Alaskan 0.8% Asian or Pacific Islander 13.1% Hispanic 10.8% Black, not Hispanic origin 74.8% White, not Hispanic origin	Jennifer E. Reeves "Nobody likes to suspend students, but when we must, we believe their time should be spent productively. We put them in a special program, counseled by community members. It's much better than putting them at risk in the community."
Polk City Elementary School 125 South Bougainvillea Avenue Polk City, FL 33868 (813) 984-1332	Rural	Public	PreK-6	59%	0.4% American Indian or Native Alaskan 4.5% Hispanic 6.1% Black, not Hispanic origin 89% White, not Hispanic origin	Jose Perez "It's important for adults to be good role models. For that reason, there are no designated smoking areas on our campus."
Westwood Junior High School 3520 Avenue J NW Winter Haven, FL 33881 (813) 965-5484	Town	Public	8-9	36%	0.3% American Indian or Native Alaskan 1% Asian or Pacific Islander 4% Hispanic 19% Black, not Hispanic origin 75.7% White, not Hispanic origin	Carolyn Baldwin "Our school resource officer, Deputy Dale, is a specially trained sheriff who is a full-time member of the school team. He's highly visible and has developed 23 law-related lessons for our curriculum."
GEORGIA						
Columbia High School 2106 Columbia Drive Decatur, GA 30032 (404) 284-8720	City	Public	8-12	38.2%	0.7% Hispanic 97.1% Black, not Hispanic origin 2.2% White, not Hispanic origin	Stanley Pritchett "We work closely with at-risk students and their parents through our GRIP (Gaining Results in Intervention and Prevention) program, focusing on goal setting, decision making, and drug resistance."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
GEORGIA (continued)						
Hendrix Drive Elementary 4475 Hendrix Drive Forest Park, GA 30050 (404) 362-3835	Suburban	Public	K-5	72%	0.4% American Indian or Native Alaskan 4.7% Asian or Pacific Islander 2.6% Hispanic 23.5% Black, not Hispanic origin 68.8% White, not Hispanic origin	Robert Soper "Community service is an important part of our program — food drives, fund-raisers for charity, and festivals with drug prevention themes. These focus on reaching out to others and developing community pride and school spirit."
McDonald Street Elementary 1235 McDonald Street Waycross, GA 31501 (912) 287-2366	Town	Public	K-5	90%	1% Hispanic 97% Black, not Hispanic origin 2% White, not Hispanic origin	Franklin L. Pinckney "I encourage every school to work to be drug free, no matter how overwhelming the odds. When you live in an area where drug use is prevalent, you have to make your program your number-one priority."
St. Thomas More Catholic School 630 West Ponce de Leon Avenue Decatur, GA 30030 (404) 373-8456	Suburban	Parochial	K-8	NA	1% Asian or Pacific Islander 5% Hispanic 21% Black, not Hispanic origin 73% White, not Hispanic origin	Sister Margaret Mary McKeon "Take the time to find a good program. We searched, then decided to create one for our school. An eighth-grade teacher designed it, and we built from there."
Vanderlyn Elementary School 1877 Vanderlyn Drive Dunwoody, GA 30339 (404) 394-2624	City	Public	K-6	4%	1% American Indian or Native Alaskan 5% Asian or Pacific Islander 5% Black, not Hispanic origin 89% White, not Hispanic origin	Sam D. Harman "To be successful, communicate with parents regularly. Every week we send home a VIP Packet that contains notes from teachers, helpful tips, and other information relating to our goals."
HAWAII						
Ali'iolani Elementary School 1240 Seventh Avenue Honolulu, HI 96816 (808) 737-2424	City	Public	K-5	32.9%	81.1% Asian or Pacific Islander 1.7% Hispanic 0.2% Black, not Hispanic origin 9.2% White, not Hispanic origin 7.8% Other	Haroldeen Wakida "To be successful, think of your school as a family in which every member has ownership and a real stake in seeing the program work."
Hanalei Elementary School PO Box 46 Hanalei, HI 96714 (808) 826-6266	City	Public	K-6	15%	35% Asian or Pacific Islander 65% White, not Hispanic origin	Nichols Beck "When you start a program, create building blocks upon which every person involved — students, parents, community members — can build an understanding of what it means to be drug free."
Honoka'a Elementary & High School Box 239 Honoka'a, HI 96727 (808) 775-7271	City	Public	K-12	43%	0.2% American Indian or Native Alaskan 66% Asian or Pacific Islander 2.7% Hispanic 0.1% Black, not Hispanic origin 25.5% White, not Hispanic origin 5.5% Other	Gordon Kainoa "A drug-free program takes enormous energy and time. Plan so that new people can come into the process in plenty of time for a smooth transition. Don't wait until key persons have left — or burned out — to find their replacements."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
HAWAII (continued)						
Kaui High & Intermediate School 3577 Lola Road Lihue, Kauai, HI 96766 (808) 245-2501	Town	Public	7-12	6%	0.4% American Indian or Native Alaskan 70.8% Asian or Pacific Islander 1.1% Hispanic 0.4% Black, not Hispanic origin 21.2% White, not Hispanic origin 6.1% Other	Linda Tanouye "Our drug-free program is part of an overall school-improvement effort. You can't have one without the other. Your drug-free message must be part of a larger one about overall excellence for each individual and for the school."
Mokulele Elementary School 1304 14th Street Hickam Air Force Base Honolulu, HI 96818 (808) 422-6116	City	Public	PreK-6	40%	0.3% American Indian or Native Alaskan 15.6% Asian or Pacific Islander 4.4% Hispanic 15.7% Black, not Hispanic origin 51.4% White, not Hispanic origin 12.6% Other	Nancy Latham "You can't look at your drug-free program as an add-on. It has to touch every aspect of school life and be integrated into the staff's belief system."
Princess Nahienaena School 816 Niheu Street Lahaina, HI 96761 (808) 661-8070	City	Public	PreK-5	28.7%	89.4% Asian or Pacific Islander 1.9% Hispanic 0.3% Black, not Hispanic origin 8.4% White, not Hispanic origin	Sandra Shawhan "The previous principal, Michael Nakano, created our school's program with the philosophy, <i>We're all accountable</i> . I plan to build on his legacy."
IDAHO						
Twin Falls Senior High 1615 Filer Avenue Twin Falls, ID 83301 (208) 733-6551	Town	Public	10-12	16.8%	0.2% American Indian or Native Alaskan 1.9% Asian or Pacific Islander 5.9% Hispanic 0.1% Black, not Hispanic origin 91.9% White, not Hispanic origin	Carl Snow "We lacked the money to fund our program, so we went to the private sector and made our case in a businesslike way, with presentations and data. It worked. You can't go hat in hand."
INDIANA						
Abraham Lincoln Elementary 524 South Brehob Road Indianapolis, IN 46217 (317) 780-4342	Suburban	Public	K-5	33%	1% Asian or Pacific Islander 1% Hispanic 15% Black, not Hispanic origin 83% White, not Hispanic origin	Roger Roembke "We've developed a Safe Homes program for fifth graders. Parents sign pledges to hold drug-free activities in their homes and to network with each other. Seventy percent of parents are now involved."
KENTUCKY						
Fulton County High School Route 4 Hickman, KY 42050 (502) 236-3904	Town	Public	9-12	67%	36% Black, not Hispanic origin 64% White, not Hispanic origin	Larry Gardner "Our success is directly attributable to the KIDS program (Kentucky Integrated Services Deliver), a collaboration of agencies to ensure common goals, a consistent message, communication, and coordination."
Tompkinsville Elementary 420 Elementary School Road Tompkinsville, KY 42167 (502) 487-6472	Town	Public	PreK-5	65%	0.1% Hispanic 7% Black, not Hispanic origin 92.9% White, not Hispanic	Lewis D. Carter "We didn't ask, 'Can we do this?' We just put our nose to the grindstone. We were determined to make it work."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
LOUISIANA Catahoula Elementary School 1016 - A Catahoula Sch. Highway St. Martinville, LA 70582 (318) 394-3641	Rural	Public	K-8	58%	100% White, not Hispanic origin	Georgie Z. Blanchard "Many parents didn't consider consuming alcohol a 'drug problem' until we presented the results of our community survey. That was the beginning of their expanded awareness and essential in getting them involved."
Upper Little Caillou 4824 Highway 56 Chauvin, LA 70344 (504) 594-4071	City	Public	PreK-4	67%	2% American Indian or Native Alaskan 1% Asian or Pacific Islander 12% Black, not Hispanic origin 85% White, not Hispanic origin	Betty Peltier "Prevention is our focus. To be successful, you have to clearly target alcohol as a drug, especially where it is part of the lifestyle and culture."
MARYLAND St. Michaels Elem.-Middle School Seymour Avenue St. Michaels, MD 21663 (410) 745-9391	Town	Public	PreK-8	19.3%	1% Asian or Pacific Islander 21% Black, not Hispanic origin 78% White, not Hispanic origin	Edwin M. Fava, Jr. "How do we succeed? By remembering we fail only when we stop trying! Test idea after idea if that's what it takes."
MICHIGAN Yale Junior High School 103 West Mechanic Yale, MI 48097 (313) 387-3231	Rural	Public	7-8	20.2%	2% American Indian or Native Alaskan 1% Hispanic 97% White, not Hispanic origin	James Heimbuch "A school can't do it alone. You must have the support of the district school board and community institutions. Only then can you create a safe, healthful environment for all students."
MINNESOTA St. Louis Park Junior High 2025 Texas Avenue South St. Louis Park, MN 55426 (612) 541-1884	Suburban	Public	7-8	16.5%	0.6% American Indian or Native Alaskan 3.5% Asian or Pacific Islander 1.6% Hispanic 3.3% Black, not Hispanic origin 91% White, not Hispanic origin	Les Bork "To be good, your program need not cost a lot of money or be innovative. But you must spend time on it. You must do it every day and reinforce it all the time, not just during a special week."
Somerset Heights Elementary 1355 Dodd Road Mendota Heights, MN 55118 (612) 451-2774	Suburban	Public	K-6	7%	0.5% American Indian or Native Alaskan 2% Asian or Pacific Islander 3% Hispanic 94.5% White, not Hispanic origin	Donald R. Moore "It's important that your approach be developmental. You need age-appropriate materials, activities, and messages to reach students wherever they are intellectually, emotionally, physically, and psychologically."
MISSISSIPPI 28th Street Elementary 2810 34th Avenue Gulfport, MS 39501 (601) 865-4661	Town	Public	K-6	88%	0.8% Asian or Pacific Islander 0.2% Hispanic 88% Black, not Hispanic origin 11% White, not Hispanic origin	Carolyn Rushing "To be successful, help kids focus on the positive. Help them find options, avenues, and alternatives that enrich their lives and alter their lifestyle."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
MISSISSIPPI (continued)						
Orange Grove Elementary 11391 Old Highway 49 Gulfport, MS 39503 (601) 832-2322	Suburban	Public	4-6	58%	0.01% American Indian or Native Alaskan 0.01% Asian or Pacific Islander 0.02% Hispanic 32.96% Black, not Hispanic origin 67% White, not Hispanic origin	Cassandra Conner "The more I draw on the abilities of teachers, students, and parents, the broader and more successful our program becomes. When you open the door to everyone's involvement, fresh ideas come in."
Timberlawn Elementary 1980 North Siwell Road Jackson, MS 39209 (601) 923-2556	City	Public	K-5	43%	58% Black, not Hispanic origin 41% White, not Hispanic origin 1% Other	Olin G. Lewis, Jr. "A program can't be built on preachy warnings. Its content must provide compelling information that encourages and enables students to make healthful choices."
MISSOURI						
Hazelwood Junior High 1605 Shackelford Road Florissant, MO 63031 (314) 839-9600	City	Public	7-8	11%	0.5% Asian or Pacific Islander 0.5% Hispanic 18% Black, not Hispanic origin 81% White, not Hispanic origin	Dr. John Dougherty "Bureaucracies and institutions often work against each other, so finding ways to communicate is key. You have to establish common goals and find ways to reach them."
Henry Clay Elementary 3820 North 14th Street St. Louis, MO 63107 (314) 231-9608	City	Public	PreK-5	99%	2% Hispanic 80% Black, not Hispanic origin 18% White, not Hispanic origin	Frank Muehlheausler "One key to our success is a strong children's social services program, Freidens Haus, which is connected to the school. It offers wonderful activities, resources, and most of all, hope to children."
Sherman Elementary 3942 Flad Avenue St. Louis, MO 63110 (314) 776-2626	City	Public	PreK-5	90%	88% Black, not Hispanic origin 12% White, not Hispanic origin	Juanita T. Doggett "Prevention works best when students experience the success that comes with accepting personal responsibility for their own learning and their own actions."
MONTANA						
Great Falls High School 1900 Second Avenue South Great Falls, MT 59405 (406) 791-2167	City	Public	9-12	23%	7.5% American Indian or Native Alaskan 0.7% Asian or Pacific Islander 0.1% Hispanic 0.7% Black, not Hispanic origin 91% White, not Hispanic origin	Gary F. Davis "My advice to others? Know going in that building a strong program takes time. It took us 10 years. It can try your patience and stretch your resources, but it will pay off in the end."
Whittier Elementary School 305 8th Street North Great Falls, MT 59401 (406) 791-2306	City	Public	K-5	80%	29% American Indian or Native Alaskan 0.5% Asian or Pacific Islander 1% Hispanic 0.5% Black, not Hispanic origin 69% White, not Hispanic origin	Charles Gene Fuller "Teaching kids the skills they need to get along in society isn't enough. You must provide opportunities for them to practice and develop those skills. We've got 23 programs to meet that goal."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
NEW JERSEY						
Lillian M. Dunfee School Barnegat Boulevard South Barnegat, NJ 08005 (609) 698-5826	Town	Public	K-5	15.4%	1.5% Asian or Pacific Islander 0.7% Hispanic 2.5% Black, not Hispanic origin 95.3% White, not Hispanic origin	Dr. Joseph T. Donahue "You can't have a strong program through the school alone. The community must support the drug-free message, too. Our Municipal Alliance, composed of 40 community members, meets once a month to promote our drug-free goals."
Russell O. Brackman Middle School 25 Birdsall Street Barnegat, NJ 08005 (609) 698-5880	Town	Public	6-8	15%	0.9% Asian or Pacific Islander 2.4% Hispanic 1.7% Black, not Hispanic origin 95% White, not Hispanic origin	Bill Carson "Our adviser/adviser program ensures that every single student has a teacher who is an expert on him or her. This close touch with kids is a key element in our effort."
Sparta High School 70 West Mountain Road Sparta, NJ 07871 (201) 729-6191	Town	Public	9-12	0.8%	0.03% American Indian or Native Alaskan 1.7% Asian or Pacific Islander 9% Hispanic 2% Black, not Hispanic origin 87.27% White, not Hispanic origin	Dr. Frank A. Calabria "Involve students in planning your program. The more they participate, the more they buy in. Lots of people approach this as something adults decide. Students have to be part of the decision making and design, too."
Vernon Township High School PO Box 800 Vernon, NJ 07462 (201) 875-7111	Suburban	Public	9-12	2.9%	1% Asian or Pacific Islander 1% Hispanic 98% White, not Hispanic origin	Ken Hart "Our faculty is key to our program's effectiveness. Teachers integrate the drug-free message across the curriculum and use action-centered methods to teach. They are very pro-kid."
NEW MEXICO						
McKinley Middle School 4500 Comanche NE Albuquerque, NM 87110 (505) 881-9390	City	Public	6-8	36%	3.1% American Indian or Native Alaskan 1.3% Asian or Pacific Islander 42.5% Hispanic 3.8% Black, not Hispanic origin 49.3% White, not Hispanic origin	Dennie Lee Paschich "Our teachers go the extra mile for students. At our after-school program, Comet Tail, kids get help with homework or join activity clubs. Helping Comets, teachers who put a comet on their door, let students know they're there to offer support."
NEW YORK						
Joseph A. Edgar Intermediate 525 Route 25A Rocky Point, NY 11778 (516) 744-1600	Town	Public	4-6	18%	0.5% American Indian or Native Alaskan 2% Asian or Pacific Islander 6% Hispanic 2% Black, not Hispanic origin 89.5% White, not Hispanic origin	Joseph T. Bartolotto "We start early to help children understand they can be empowered to resist drugs; and to make good choices through our district's comprehensive Health and Wellness program."
OHIO						
Robinson Elementary 1156 Fourth Avenue Akron, OH 44306 (216) 253-1425	City	Public	K-5	91%	0.5% Asian or Pacific Islander 0.5% Hispanic 57% Black, not Hispanic origin 42% White, not Hispanic origin	Larry Marshall "This is a long-term achievement. We likened it to a puzzle. Each year we put certain pieces together — starting with those crucial to its foundation — until the program was complete."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
OHIO (continued)						
Roosevelt Elementary School 551 East 200th Street Euclid, OH 44119 (216) 261-2900, ext. 451	City	Public	PreK-4	42%	0.2% American Indian or Native Alaskan 0.4% Asian or Pacific Islander 0.4% Hispanic 26% Black, not Hispanic origin 73% White, not Hispanic origin	John McGowan "We ask parents to sign a 5/5 Contract promising to spend five minutes with their kids and to ask them five open-ended, 'thinking' questions each day. It greatly expands communication at home."
St. James White Oak Elem. 6111 Cheviot Road Cincinnati, OH 45247 (513) 741-5333	Suburban	Private	1-8	1.3%	0.8% Asian or Pacific Islander 0.8% Black, not Hispanic origin 98.4% White, not Hispanic origin	John E. Merritt "A safe, disciplined environment is a hallmark of this school. Our behavior code is widely communicated and consequences are clearly spelled out."
OKLAHOMA						
Highland Park Elementary 5301 South Dimple Oklahoma City, OK 73135 (405) 671-8660	City	Public	K-6	47%	2.6% American Indian or Native Alaskan 1.5% Asian or Pacific Islander 1.7% Hispanic 31.5% Black, not Hispanic origin 62.7% White, not Hispanic origin	David C. Bibens "We show kids successful adult role models. They need to see that real heroes are those who accept their responsibilities as parents and citizens. Most heroes aren't on TV. They're in our homes and communities."
PENNSYLVANIA						
Blue Mountain Middle School Red Dale Road Orwigsburg, PA 17961 (717) 366-0546	Rural	Public	6-8	14%	1.6% Asian or Pacific Islander 0.2% Hispanic 0.6% Black, not Hispanic origin 97.6% White, not Hispanic origin	William J. Toomey, Jr. "If your program has many facets, and most good ones do, the components must build on, not detract from, each other."
RHODE ISLAND						
St. Mary's Elementary School 30 Barton Street Providence, RI 02909 (401) 274-5250	City	Parochial	K-8	73%	5% Asian or Pacific Islander 22% Hispanic 32% Black, not Hispanic origin 41% White, not Hispanic origin	Sister Teresa Barton, CND "We build self-esteem through our KIDS (Kids: Informed, Decisive, Skilled) program, which teaches them to respect themselves and treat others as they wish to be treated."
SOUTH CAROLINA						
Myrtle Beach Elementary 3101 Oak Street Myrtle Beach, SC 29577 (803) 448-1774	Town	Public	3-5	39%	0.5% American Indian or Native Alaskan 0.5% Asian or Pacific Islander 29% Black, not Hispanic origin 70% White, not Hispanic origin	Dr. John Sprawls "We have Confidential Comment Boxes throughout the school, to encourage students, teachers, and parents to share ideas and concerns they might not otherwise voice."
TENNESSEE						
Hillcrest High School 4184 Graceland Drive Memphis, TN 38116 (901) 348-3104	City	Public	7-12	37%	0.1% American Indian or Native Alaskan 0.1% Hispanic 99.7% Black, not Hispanic 0.1% White, not Hispanic origin	Elmer P. Ray "To increase attendance, we created incentives — awards, dances, and other in-school activities — and a computerized program to telephone parents. It has made a difference."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
TEXAS						
Clifton Park Elementary 2200 Trimmer Road Killeen, TX 76541 (817) 699-5175	City	Public	PreK-5	38%	2.7% Asian or Pacific Islander 12.5% Hispanic 21.7% Black, not Hispanic origin 63.1% White, not Hispanic origin	Jennifer Sullivan "The key to our success is parent involvement. We've got them here every day. It makes a big difference when students know their parents are hearing our drug-free message."
Copperas Cove High School PO Box 580 Copperas Cove, TX 76522 (817) 547-2534	Town	Public	9-12	13.6%	1.3% American Indian or Native Alaskan 5.2% Asian or Pacific Islander 9.1% Hispanic 18.4% Black, not Hispanic origin 66% White, not Hispanic origin	W. L. Sanders "Using every community resource we can, we try to identify an important adult in every student's life. Then we work with that person to reinforce the drug-free message."
J. R. Moore Middle School 1200 South Tipton Tyler, TX 75701 (903) 531-3730	City	Public	6-8	40%	23% Hispanic 13% Black, not Hispanic origin 64% White, not Hispanic origin	Al Harris "We made rigorous efforts to reach our minority parents to explain our program. We held receptions, met with local Hispanic civic groups, distributed flyers in Spanish, and made home phone calls and visits."
Lamar Junior High 4814 Mustang Avenue Rosenberg, TX 77471 (713) 441-3388	Town	Public	7-8	44.5%	0.8% Asian or Pacific Islander 43.5% Hispanic 16.7% Black, not Hispanic origin 39% White, not Hispanic origin	Mike Greenwood "Our teachers have a deep commitment to the drug-free message. They communicate it not just in the classrooms, but from the school hallway to the home. It's effective!"
Meadows Elementary 12037 Pender Stafford, TX 77477 (713) 498-8780	Suburban	Public	K-5	6%	12% Asian or Pacific Islander 6% Hispanic 6% Black, not Hispanic origin 76% White, not Hispanic origin	Scotty Bass "Every student is involved. Hearing-impaired children taught a general assembly how to sign <i>Just Say No</i> . CATS (Cross-Age Tutors) develop leadership working with younger kids."
Mission Glen Elementary School 16053 Mission Glen Drive Houston, TX 77083 (713) 263-1248	Suburban	Public	K-5	13.5%	15% Asian or Pacific Islander 20% Hispanic 12% Black, not Hispanic origin 53% White, not Hispanic origin	Carol Allin "Elementary educators ask about assessment. Remember this important element: Measure your success by the feedback you get from parents and middle school teachers."
Sidney A. Wright Elementary 115 East Huff Avenue San Antonio, TX 78214 (512) 922-9061	City	Public	PreK-5	89%	86.1% Hispanic 0.7% Black, not Hispanic origin 13.2% White, not Hispanic origin	Emmett Krachala "Our PASS (Parents as School Supporters) program is effective in training parents to help their children develop good study habits and learn to communicate feelings."
Sidney Lanier Middle School 2600 Woodhead Houston, TX 77098 (713) 529-5451	City	Public	6-8	22%	.07% American Indian or Native Alaskan 6% Asian or Pacific Islander 33.93% Hispanic 23% Black, not Hispanic origin 37% White, not Hispanic origin	Brenda Lanclos "Use every resource you have. We train our students to be conflict managers, to solve problems, stop fights, mediate problems. Not only does this approach stem misbehavior and violence, it helps students develop leadership skills."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
TEXAS (continued)						
Vidor High School 500 Orange Street Vidor, TX 77662 (409) 769-5418	Town	Public	9-12	9.46%	0.4% Asian or Pacific Islander 2.9% Hispanic 96.7% White, not Hispanic origin	Robert Madding "Kids with problems often focus on their troubles rather than school. Our Free Attention program, with its support groups and teacher buddies, provides a forum for students to talk. Often that's enough to help them refocus on learning."
UTAH						
Cyprus High School 8623 West 3000 South Magna, UT 84044 (801) 250-8600	Suburban	Public	10-12	28%	1% American Indian or Native Alaskan 2% Asian or Pacific Islander 1% Hispanic 9% Black, not Hispanic origin 87% White, not Hispanic origin	William T. Christopoulos "The first goal in a drug-free program is to insist on a safe school environment where teachers can teach and students can learn. If the school isn't conducive to learning, the effort will fail."
Municipal Elementary School 5775 South 2200 West Roy, UT 84067 (801) 774-4919	City	Public	K-6	23%	0.5% American Indian or Native Alaskan 2.8% Asian or Pacific Islander 4.1% Hispanic 1.4% Black, not Hispanic origin 91.2% White, not Hispanic origin	Sheron Christensen "Our children are our most valuable resource. A focused, consistent, discipline program, based on the Assertive Discipline model, supports our drug-free program and frames our effort to achieve Goal Six of America 2000."
VERMONT						
Manchester Elementary School PO Box 1526 Manchester Center, VT 05255 (802) 362-1597	Town	Public	PreK-8	17%	0.5% Asian or Pacific Islander 0.5% Black, not Hispanic origin 99% White, not Hispanic origin	Donald Potter "Don't give up after a year or two if you don't get the results you want. Stick with your program. It may take four or five years until it becomes very solid in the community's eyes."
WEST VIRGINIA						
Richmond Elementary School 4620 Spring Hill Avenue South Charleston, WV 25309 (304) 766-0357	Suburban	Public	K-6	47%	0.4% Asian or Pacific Islander 5.5% Black, not Hispanic origin 94.1% White, not Hispanic origin	John D. Cummings "Teacher observation is one cornerstone of our program. Our teachers are trained to recognize danger signs and to assist immediately. Our student assistance team is skilled in intervention."
WISCONSIN						
Palmyra Elem./Palmyra-Eagle Midd. 701 West Maple Street Palmyra, WI 53156 (414) 495-8008	Town	Public	K-8	20%	0.5% American Indian or Native Alaskan 0.5% Asian or Pacific Islander 9% Hispanic 1% Black, not Hispanic origin 89% White, not Hispanic origin	Dr. Martha G. Jess & Karen Beischel "Integrating your drug-free message into the curriculum is key. It must be embedded in content. That can take teachers a lot of time, so plan for it."
WYOMING						
Campbell County High School 1000 Camel Drive Gillette, WY 82716 (307) 682-7247	Town	Public	10-12	17%	1% American Indian or Native Alaskan 1% Asian or Pacific Islander 2% Hispanic 1% Black, not Hispanic origin 95% White, not Hispanic origin	John Riley "When planning a drug-free program, don't count on one component to carry the load. Rely on a variety. No single aspect can provide 100 percent of what you need."

Need Additional Ideas?

These nine schools have good ideas for particular components.

ALABAMA

Piedmont High School

Principal John Smith
ByPass 200, Piedmont, AL 36272
(205) 447-2829

Exemplary Component: Interacting and Networking with Community Groups and Agencies

LOUISIANA

Bains Elementary School

Principal Dorothy Temple
PO Box 1940, St. Francisville, LA 70775
(504) 635-3272

Exemplary Component: Interacting and Networking with Community Groups and Agencies

MASSACHUSETTS

Pierce Middle School

Principal Robert E. Tippo
25 Glen Road, Milton, MA 02186
(617) 696-4568

Exemplary Component: Promoting Parent Involvement and Providing Parent Education

MISSOURI

Walbridge Elementary School

Principal James Ewing
5000 Davison, St. Louis, MO 63120
(314) 383-1829

Exemplary Component: Interacting and Networking with Community Groups and Agencies

RHODE ISLAND

Cranston High School East

Principal Dr. William L. Paolino
899 Park Avenue, Cranston, RI 02910
(401) 785-8126

Exemplary Component: Interacting and Networking with Community Groups and Agencies

Cumberland Middle School

Principal Robert M. Wallace
Highland Avenue, Cumberland, RI 02864
(401) 725-2092

Exemplary Component: Recognizing, Assessing, and Monitoring the Problem

TEXAS

Aldridge Elementary School

Principal James Bloomer
720 Pleasant Valley, Richardson, TX 75080
(214) 231-5989

Exemplary Components: Recognizing, Assessing, and Monitoring the Problem; Developing and Implementing the Drug Education and Prevention Program; Educating and Training Staff

Bridgeport High School

Principal Robert Sivley
702 17th Street, Bridgeport, TX 76426
(817) 683-4064

Exemplary Components: Developing and Implementing the Drug Education and Prevention Program; Educating and Training Staff; Promoting Parent Involvement and Providing Parent Education; Interacting and Networking with Community Groups and Agencies

WISCONSIN

Prentice High School

Principal Richard Meneau
1025 Town Street, Prentice, WI 54556
(715) 428-2811

Exemplary Components: Promoting Parent Involvement and Providing Parent Education; Interacting and Networking with Community Groups and Agencies

Helpful Resources

Publications

The publications listed below are all available free from the National Clearinghouse for Alcohol and Drug Information, PO Box 2345, Rockville, MD 20852; (301) 468-2600; toll free 1-800-SAY-NO-TO.

- **Drug Prevention Curricula: A Guide to Selection and Implementation, 1988** An in-depth handbook for educators seeking to integrate a no-use message into all curriculum areas.
- **Growing Up Drug Free: A Parent's Guide to Prevention, 1990** A practical 52-page handbook for parents, filled with tips and resources.
- **Learning To Live Drug Free: A Curriculum Model for Prevention, 1990** A guide for implementing prevention themes through all grade levels.

Agencies and Organizations
Drug Planning and Outreach Staff, Office of Elementary and Secondary Education, 400 Maryland Ave. SW, Washington, DC 20202-6123; (202) 401-3030. Provides policy direction as well as assists in the planning and coordinating of the Department of Education's drug education and prevention activities.

National Clearinghouse for Alcohol and Drug Information (NCADI), PO Box 2345, Rockville, MD 20852; (301) 468-2600; toll free 1-800-SAY-NO-TO. Information and services for the general public on all types of drug use and abuse.

Drug Alliance Office, ACTION, 1100 Vermont Ave. NW, Suite 8200, Washington, DC 20525; (202) 634-9759. Enlists trained private citizens to provide prevention programs and staff via VISTA, Foster Grandparents, and Retired Senior Volunteers Program (RSVP).

National Institute on Alcohol Abuse and Alcoholism (NIAAA), Department of Health and Human Services, Room 14C-17, 5600 Fishers Lane, Rockville, MD 20857; (301) 443-2954. Information on alcohol-related

problems of children and adolescents and intervention programs.

National Institute on Drug Abuse (NIDA), Department of Health and Human Services, Room 10-03, 5600 Fishers Lane, Rockville, MD 20857; (301) 443-4577. Information, research, and programs on drug-use prevention and treatment.

Office of Smoking and Health (OSH), Mail Stop K-12, Centers for Disease Control, 1600 Clifton Road, NE, Atlanta, GA 30333; (301) 443-1690. Information on effects of tobacco, prevention, and treatment. (Editor's note: MD area code but GA address)

National School Safety Center, 4165 Thousand Oaks Blvd., Suite 290, Westlake Village, CA 91362; (805) 373-9777. Studies patterns of substance-use-related delinquency, identifies remedies, promotes crime prevention, and provides in-service training and materials.

Drug and Alcohol Abuse Prevention and Treatment, Office of Juvenile Justice and Delinquency Prevention (OJJDP), Department of Justice, Room 758, 633 Indiana Ave. NW,

Washington, DC 20531; (202) 307-1150. Awards grants for delinquency prevention programs.

Center for Substance Abuse Prevention, Department of Health and Human Services, 5600 Fishers Lane, 9th Floor, Rockwall II, Rockville, MD 20857; (301) 443-0365. Provides prevention information and grants.

Regional Centers

Drug-Free Schools and Communities Regional Centers Program, U.S. Department of Education

Five regional centers provide training and technical assistance in developing tobacco, alcohol, and other drug education and prevention programs. Contact the center in your region.

• **Northeast Regional Center,** 12 Overton Ave., Sayville, NY 11782-0403; (516) 589-7022 *Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont*

• **Southeast Regional Center,** Spencerian Office Plaza, University of Louisville, Louis-

ville, KY 40292; (502) 588-0052; (800) 621-7372 (outside KY) *Alabama, District of Columbia, Florida, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, Virgin Islands, Puerto Rico*

• **Midwest Regional Center,** 1900 Spring Road, Suite 300, Oak Brook, IL 60521; (708) 571-4710 *Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin*

• **Southwest Regional Center,** The University of Oklahoma, 555 Constitution Ave., Room 138, Norman, OK 73037; (405) 325-1454; (800) 234-7972 (outside OK) *Arizona, Arkansas, Colorado, Kansas, Louisiana, Mississippi, New Mexico, Oklahoma, Texas, Utah*

• **Western Regional Center,** 101 SW Main St., Suite 500, Portland, OR 97204; (503) 275-9480; (800) 547-6339 (outside OR) *Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, Wyoming, American Samoa, Guam, Northern Mariana Islands, Republic of Palau*

More publications

• **Success Stories from Drug-Free Schools: A Guide for Educators, Parents, and Policymakers, 1992** Helpful how-to guidance from the educators and community members whose schools have been recognized by the Department of Education's Drug-Free School Recognition Program.

• **What Works: Schools Without Drugs, 1989** An 87-page resource book filled with facts and action plans for parents, educators, students, and community members.

• **The Challenge: Safe, Disciplined, and Drug-Free Schools** A magazine published four times during the school year by the U.S. Department of Education.

• **Understanding Evaluation: The Way to Better Prevention Programs, 1993** A handbook for program administrators that offers help in identifying the goals and objectives of evaluation activities for school- and community-based drug prevention programs.

Helpful Resources



A blustery December day doesn't diminish the warm feeling of achievement for fifth grader Angela Mendes, Somerset Heights Elementary, Mendota Heights, Minnesota.



Seniors James Masina from Utah and Carl-Ann Wagner from Wyoming and ninth grader Shemeka Pugh from Washington, D.C., are three teens who agree that being drug free is the way to be.

Toll-Free Hotlines

1-800-COCAINE: Counselors offer guidance and refer drug users and parents to public and private treatment centers.

1-800-NCA-CALL: National Council on Alcoholism provides referrals and information on state and local affiliates' activities.

1-800-662-HELP: National Institute on Drug Abuse directs callers to local cocaine abuse treatment centers. Free materials are available.

1-800-788-2800: Looking for information but don't know whom to call? This number is a single point of entry for all Federal alcohol and drug clearinghouses.

1-800-SAY-NO-TO: National Clearinghouse for Alcohol and Drug Information.

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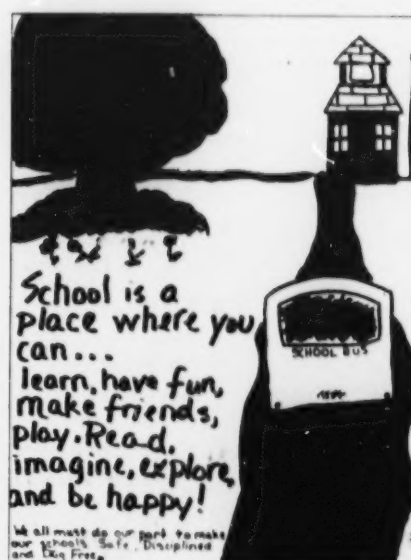
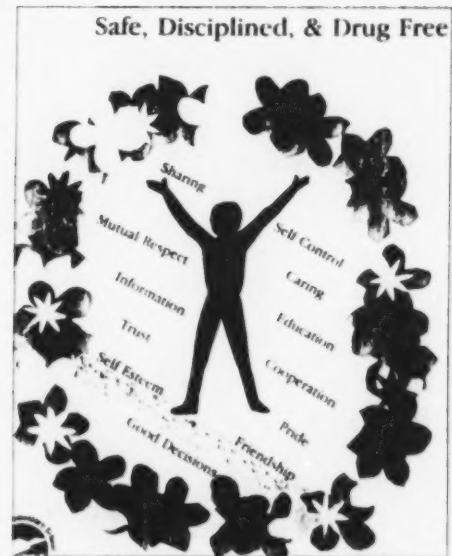
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**National Clearinghouse for
Alcohol and Drug Information
PO Box 2345
Rockville, MD 20852**

Or call: 1-800-SAY-NO-TO



“... let's give our children a future. Let us take away their guns and give them books. Let us overcome their despair and replace it with hope. Let us, by our example, teach them to obey the law, respect our neighbors and cherish our values.”

Bill Clinton

State of the Union Address

January 25, 1994